



- 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? 09/30/2022 (mm/dd/yyyy)

12. 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: Santina Thibedeau	Title: Administrator
Signature: <i>Santina Thibedeau</i>	Date: 5-7-18

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

Title : NH iSocial SPDG - H323A170029  
File : NH iSocial SPDG H323A170029.pdf

## **New Hampshire SPDG (iSocial) 2018 APR Executive Summary**

### **About the NH SPDG**

The NH Department of Education (NH DOE) is building a system of supports for young children in early childhood settings called iSocial (improving Social-emotional Outcomes through Complementary Infrastructure and Leadership). iSocial is designed to help communities implement the Pyramid Model framework in early childhood settings with fidelity, through professional development; collaboration and infrastructure development; and data-informed, team-based decision-making. iSocial originated through the NH DOE's State Systemic Improvement Plan (SSIP). The purpose of the NH SPDG is to expand implementation beyond the initial SSIP focus on public preschools into community settings. Together, the five NH SPDG objectives are designed to meet the primary goal of improving social-emotional outcomes of children ages birth to five with disabilities: 1) build infrastructure for a statewide Master Cadre of process and content coaches (known as practice-based coaches) and trainers; 2) increase the capacity of Early Childhood settings to implement the Pyramid Model (PM); 3) increase the use of implementation and outcome data to support decision making at all levels; 4) support levels of engagement and feedback loops to promote implementation and sustainability; and 5) expand the knowledge, skills, and experience of early childhood faculty to teach coursework related to the implementation of evidence-based practices.

### **NH SPDG Progress to Date**

NH DOE was awarded the SPDG in October 2017. In NH, all contracts must be approved by the Governor and Executive Council (G&C). This process takes considerable time. Fortunately, previous work on the SSIP set a strong foundation for SPDG implementation, including pre-existing relationships with key SPDG contractors (e.g., Pyramid Model Consortium) and experience with implementing the Pyramid Model, developing trainers and coaches, providing professional development to support practitioners, supporting data-based decision-making, and developing oversight/leadership teams. This provided opportunities for SPDG efforts to move forward while the Core Team created and ushered the initial contracts through the G&C process. NH is currently focused on identifying Community Collaboratives to implement the Pyramid Model and constructing the training infrastructure to build practitioner and leadership capacity for implementation.

Some NH SPDG-related milestones and achievements to date:

- 1) The SPDG Core Team began meeting weekly on Oct 6, 2017. The SSIP and SPDG core teams were subsequently integrated under the iSocial umbrella; the iSocial Core Team began meeting on February 7, 2018.
- 2) The SSIP and SPDG State Leadership Teams were also integrated under the iSocial umbrella. The new iSocial State Leadership Team had its first meeting on Feb 1, 2018.
- 3) NH contracted with the Pyramid Model Consortium to support the development of expert trainers and practice-based coaches and support the iSocial State Leadership Team; the contract was approved by G&C and went into effect on March 21, 2018.
- 4) The contract with the Parent Information Center was amended to include oversight of process coaches that support the SPDG Leadership Teams and to pilot Positive Solutions for Families. This amendment was approved by G&C and went into effect on March 21, 2018.

- 5) The iSocial State Leadership Team established an application process for the Community Collaboratives and released the application on April 9, 2018. Applications are due June 1, 2018 and selections will be announced on July 1, 2018.
- 6) The Evaluation Team refined/streamlined the evaluation framework to make it more holistic, meaningful, and accessible to stakeholders.
- 7) Development has begun to expand the web-based iSocial data system to support data collection, analysis, and reporting for SPDG communities.
- 8) A contract for the Pyramid Model State Leadership Team facilitator went out to RFP on January 26, 2018, applications were reviewed March 27, 2018, and a successful candidate will be put forward to the Commissioner of Education before moving on to G&C approval (anticipated in June 2018).
- 9) The IHE Task Force conducted a professional development needs assessment. Based on the results, they created a faculty strand for NHAEYC Conference.
  
- 10) A plan was developed to support the collection and use of data by coaches and leadership teams.
- 11) The plan for funding the Master Cadre of practice-based coaches and PM trainers is under development.
- 12) An annual training calendar is under development and will be released in Summer 2018.

**NH SPDG data**

This report contains no data as Community Collaboratives have not yet been selected and professional development has not begun. Nevertheless, we completed the accompanying 524B form, identifying performance measures, methodologies, and progress to date for each objective. We will report a full set of baseline data, with accompanying targets, in 2018-2019 Annual Performance Report. The information in the table will be accompanied by a full evaluation narrative, providing a comprehensive overview of NH SPDG data.



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

OMB No. 1894-  
0003

PR/Award # (11 characters): H323A12003

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

Check if this is a status update for the previous budget period.

**Program Measures**

1a. Performance Measure	Measure Type	Quantitative Data					
GPRA1: The percentage of evidence-based Pyramid Model professional development components with at least a "good" description	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999		%		11/16

1b. Performance Measure	Measure Type	Quantitative Data					
GPRA2: The percentage of practitioners that meet/exceed TPOT fidelity threshold within a year of initiating coaching	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/ 999		%		999/999

1c. Performance Measure	Measure Type	Quantitative Data					
GPRA3: The amount of funding to support ongoing technical assistance (coaching and "on the spot" training), beyond the initial training	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999	/	%	999	999/999

1d. Performance Measure	Measure Type	Quantitative Data					
GPRA4: Not applicable	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/	%		/

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

### **Performance Measure 1a: The percentage of evidence-based Pyramid Model professional development components with at least a “good” description**

Projects use evidence-based professional development practices to support the attainment of identified competencies. The Evidence-Based Professional Development Worksheet is included in Section C. We self-scored 11 of 16 (69%) of professional development practice descriptions at a 3 (good) or 4 (exemplary). This is the baseline year, so there is no target for this performance measure. Our baseline self-assessment exceeds the target set for year 2. To whatever extent our baseline performance exceeds what might be expected at baseline is due to our experience implementing the NH State Systemic Improvement Plan (SSIP).

### **Performance Measure 1b-1d:**

#### **Performance measure 1b (GPRA2): The percentage of practitioners that meet/exceed TPOT or TPITOS fidelity threshold within a year of initiating coaching.**

The Pyramid Model (PM) utilizes two tools to measure practice fidelity, the Teaching Pyramid Observation Tool (TPOT™) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS). The TPOT™ is used to measure implementation of teacher practices in preschool classrooms and the TPITOS is used for infant and toddler classrooms. Observations and interviews are the data sources for both measures. NH will use the TPOT™ and TPITOS to assess practitioner fidelity to the Pyramid Model for GPRA2 in the coming year. They are administered twice per year, once in the Fall and again in the Spring. The fidelity threshold on both tools is 80% or higher, with no red flags identified (practices which are counter-indicators to fidelity implementation of the PM). The target will be set based on baseline data, available by April 2019. Based on our experience with implementation of New Hampshire’s State Systemic Improvement Plan (SSIP), we expect the performance of practitioners to fall well below the 80% fidelity threshold at baseline but to improve markedly with a year of professional development training and coaching, especially on Pyramid Model-specific items such as teaching behavior expectations and problem solving.

The iSocial Core Team consists of key personnel responsible for overseeing all fiscal and programmatic responsibilities of the SPDG. The Core Team, with input from key stakeholders on the iSocial State Leadership Team, is currently focused on identifying communities to implement the Pyramid Model (PM) through the SPDG and constructing the training infrastructure to build practitioner and leadership capacity for implementation. NH released an application for communities to apply and be selected for participation in the SPDG. Applications are due June 12018 and the communities selected will be announced on July 1, 2018. The state contracted with the Pyramid Model Consortium to support development of trainers and the master cadre of coaches. This contract was approved by the NH Governor and Council (G&C) and went into effect on March 21, 2018. Further, based on NH State Systemic Improvement Plan (SSIP) data, the Core Team integrated Positive Solutions for Families, the Pyramid Model parent module, into the professional development plan for practitioners. The contract with Race2K (Parent Information Center) was originally funded to support the State Systemic Improvement Plan and was amended to include SPDG training facilitators and piloting Positive Solutions for Families. This amendment was also approved by the G&C and went into effect on March 21, 2018.

#### **Performance measure 1c (GPRA3): The amount of funding to support ongoing technical assistance (coaching and “on the spot” training), beyond the initial training.**

Coaching and training has not commenced for SPDG communities; hence, we have no baseline data for this measure. In the future, the SPDG Project Director will use project/budget records to track the percentage of funding devoted to ongoing technical assistance (coaching and “on the spot” training) beyond the

initial training. Several additional forms of data will also be collected to contextualize this performance measure. For example, coaches will track the number of hours and type of coaching activity through coaching logs and practitioners will share their experience of coaching through an annual survey. Targets will be set based on baseline data, available by April 2019.

During the past year, the Core Team used SSIP funding to hire Beth Steenwyk, a consultant with significant expertise in the application of implementation science at the state and local level, to work with members of the state team and process coaches to explore and define the purposes and functions of process coaches. Based on this information, the group will outline a gradual release process for the coaches based on the identified strengths and capacity of local teams and funding and infrastructure to sustain implementation of the PM.

Additionally, the Core Team consulted with the PM Consortium to explore various coaching delivery models for practice-based coaching, including expert internal and external coaches, group, and peer coaching as well as other strategies for sustainability including practitioner selection for coaching and “fade out” options. These consultations laid the foundation for development of a sustainability self-assessment tool to support resource planning and gradual release protocols.

A key strategy for sustaining state level infrastructure for implementation of the PM developed through the SSIP and SPDG is to leverage the developing PM State Leadership Team, the statewide cross-sector stakeholder and leadership group working to implement PM statewide birth through five. A contract for the PM State Leadership Team facilitator went out to RFP on Jan 26, 2018, applications were reviewed March 27, 2018, and the successful candidate will be put forward to the Commissioner of Education for approval before moving on to G&C anticipated in June 2018.

**Performance Measure 1d (GPRA 4): Highly qualified special education teachers who have participated in SPDG---supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities.**

Not applicable to NH SPDG.



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**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**Project Objective**       Check if this is a status update for the previous budget period.

**Objective 1:** Build infrastructure for statewide Master Cadre of process and practice-based coaches and trainers

1a. Performance Measure	Measure Type	Quantitative Data					
The number of master trainers and process and practice-based coaches	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4	/		999	/	

1b. Performance Measure	Measure Type	Quantitative Data					
The percentage of practitioners indicating increased knowledge or skills based on identified training objectives	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

1c. Performance Measure	Measure Type	Quantitative Data					
The percentage of practitioners who attained their coaching action plan goals	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999	%		999/999	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information) 1a – c:**

**Performance measure 1a: The number of master trainers and process and practice-based coaches.**

*Content coaches identified in the original SPDG application are now recognized as practice-based coaches in light of the practice-based coaching model adopted. References to content coaches have been updated throughout this document to reflect this change.*

Implementation of training and coaching has not yet begun, so there is no baseline data for this performance measure yet. It is anticipated that baseline data for this performance measure will be available by April 2019. The data source for this performance measure will be project records, specifically, contracts developed with master trainers and process and practice-based coaches. NH expects 3-5 established Master Cadre members providing training and coaching to NH communities midway through the SPDG; the target will be set at four (4).

iSocial infrastructure includes both trainers and coaches to support implementation of the PM. Trainers are accessed by both practitioners and Leadership Teams to increase knowledge and skills needed to understand and implement the PM Framework. Process Coaches work directly with local Leadership Teams to provide TA, facilitate the process of infrastructure development and implementation of the PM Framework, and infuse the tenets of implementation science to promote sustainability. Practice-based coaches employ the practice-based coaching model, reviewing data with practitioners to identify targeted PM practice goals, developing and enacting action plans to achieve those goals, and reviewing feedback and data on progress.

The NHDOE contracted with the PM Consortium to develop a master cadre of practice-based coaches. NHDOE also amended the contract with Race2K (Parent Information Center) to include training facilitators, overseeing Process coaches, and creating a master trainer for and piloting Positive Solutions for Families. Positive Solutions for Families is the companion parent training module for the Pyramid Model. These contracts were approved by G&C and went into effect on March 21, 2018. The plan for funding a master cadre of practice-based coaches and PM trainers is under development.

**Performance Measure 1b: The percentage of practitioners indicating increased knowledge or skills based on identified training objectives.** Training of practitioners has not yet begun; thus, no baseline data have been collected for this performance measure. The data source for this performance measure will be gains in knowledge and skills as reported in post-training evaluation forms. The threshold for increased knowledge or skill will be at least a 4 (“agree”) on a 5-point Likert scale. The target will be set based on baseline data, available by April 2019.

As noted earlier, the PM Consortium was contracted to develop master cadre trainers and conduct the initial PM Module trainings. The contract with Race2K (Parent Information Center) will oversee Process coaches, train Positive Solutions for Families facilitators, and pilot the Positive Solutions for Families modules has also been approved. An annual training calendar is scheduled for release in Summer 2018. It will include Leadership Trainings for both Community and Site-based Leadership Teams, Modules 1 - 3 of the PM, Prevent-Teach-Reinforce for Young Children, and data collection and evaluation. It will also include statewide Collaborative Meetings, which provide opportunities for Community Collaboratives to share lessons learned, ongoing challenges, and opportunities for continued growth.

**Performance Measure 1c: The percentage of practitioners who attained their coaching action plan goals.** Coaching of practitioners has not yet commenced; therefore, we have no baseline data for this performance measure. Attainment of coaching action plan goals will be measured through an annual survey of practitioners who have received PM training/coaching. The threshold for attainment of coaching action plan goals will be at least a 4 (“yes”) on a 5-point Likert scale. The target will be set based on baseline data, available by April 2019.

Practice-based coaching is deeply rooted in the Plan-Do-Study-Act cycle (see Appendix A). Coaches and practitioners review data to identify key PM practices to target during an improvement cycle. Practitioners then develop action plans based on the key practice, implement the plan, and then meet with their coaches to reflect and discuss observation data to determine their level of success in implementing the practice.



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**Project Objective**       Check if this is a status update for the previous budget period.

**Objective 2:** Increase capacity of Early Childhood settings to implement the Pyramid Model (PM)

2a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of community collaboratives demonstrating increased capacity for implementation of the Pyramid Model	Project		999/999	%		999/999	%

2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of families indicating that practitioners are effectively connecting with families	Project		999/999	%		999/999	%

2c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of families indicating that practitioners are effectively supporting use of the PM practices at home	Project		999/999	%		999/999	%

2d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
# of behavioral specialists available to programs	Project	999	/	%	999	/	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information) Indicator 2a-2d data:**

**Performance Measure 2a: Percentage of community collaboratives demonstrating increased capacity for implementation of the Pyramid Model.** Community Collaboratives have not yet been identified; therefore, baseline data for this performance measure are not yet available. The Community Collaborative Application was released on April 9, 2018, with a due date of June 1, 2018. Collaboratives will be identified and notified by July 1, 2018. The data source for increased community collaborative capacity will be a community capacity assessment tool such as the community version of the PM Benchmarks of Quality (BoQ). The BoQ was designed to help programs evaluate their progress toward implementing the Pyramid Model with fidelity community-wide. The threshold for increased community collaborative capacity and the target for the number of collaboratives meeting this threshold will be set based on baseline BoQ scores. Based on results for SSIP, we expect most BoQ items to be no better than partially in place at baseline but to improve substantially within the first year of implementation. The target will be set based on baseline data, which will be available by April 2019.

**Performance Measure 2b: Percentage of families indicating that practitioners are effectively connecting with families.**

and

**Performance Measure 2c: Percentage of families indicating that practitioners are effectively supporting use of the PM practices at home.** Practitioner training has not yet commenced; therefore, baseline data are not yet available for these performance measures. The data source for these performance measures will be the annual family engagement survey for families of children participating in sites where the PM is being implemented. The threshold for effectively connecting with families and supporting use of the PM at home will be at least a 4 (“agree”) on a 5-point Likert scale. The target will be set based on baseline scores, available June 2019. Based on SSIP data, we expect families to report experiences, on average, to be right around this threshold for effectively connecting but below it for supporting use of the PM at home, at baseline. Also based on SSIP data, the Core Team decided to integrate Positive Solutions for Families – the Pyramid Model parent module – into the professional development plan for practitioners. The contract amendment with Race2K (the Parent Information Center) to train facilitators and pilot Positive Solutions for Families was approved by the G&C on March 21, 2018. The target will be set based on baseline data, expected by April 2019.

**Performance Measure 2d: Number of behavioral specialists available to programs.** Behavioral specialists have not yet been retained; therefore, no baseline data are available. The data source for this performance measure will be contracts with behavioral specialists. The target will be set based on baseline data, available by April 2019. The Core Team has initiated preliminary discussions regarding the development of behavioral specialists, the infrastructure needed to sustain them, and the continuum of access to these specialists for programs.



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**Project Objective**       Check if this is a status update for the previous budget period.

**Objective 3: Increase data-based decision making**

3a. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of collaboratives indicating they are using data from the iSocial data system to inform decision making.	Project	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			999/999	%		999/999	%

3b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of collaboratives using data from the iSocial Data System to evaluate program/project performance	Project	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			999/999	%		999/999	%

3c. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of respondents using fidelity assessments to inform decision making	Project	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			999/999	%		999/999	%

3d. Performance Measure	Measure Type	Quantitative Data					
The percentage of community collaboratives with sufficient professional development to analyze and use data	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999	%		999/999	%

3e. Performance Measure	Measure Type	Quantitative Data					
The percentage of community collaboratives reporting that leadership/colleagues support data use	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999	%		999/999	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information) Indicator 3a – 3e data:**

The Evaluation Team focused on three key infrastructure components designed to enhance the availability and use of data relevant to performance measures 3a-3e. First, the team refined and simplified the evaluation/analysis framework to make it more holistic, meaningful, and accessible to stakeholders. Second, NH began development to expand the iSocial online data system to incorporate components of the SPDG and allow community collaborative access to the system. The iSocial data system allows for data management, analysis and reporting of iSocial data back to stakeholders to support data-based decision-making. Third, the Evaluation Team developed a tiered technical assistance framework to support Practice-based Coaches, Process Coaches, and local and state leadership teams to support high quality data collection, accurate understanding of iSocial data, and structured data meeting protocols to support data-based decision-making and quality improvement, as appropriate. This technical assistance will be provided by the Evaluation Coordinator (Christina MacDonald) and from Antioch University New England, which is serving as the external evaluator for this project. Technical assistance will be provided through Practice-based and Process Coach Cohort Meetings (facilitated peer-to-peer meetings), explicit trainings, and both virtual and face-to-face statewide iSocial Collaborative Meetings.

**Performance measure 3a: Percentage of collaboratives indicating they are using data from the iSocial data system to inform decision making.** Community Collaboratives have not yet been selected; therefore, baseline data are not available for this performance measure. The data source for this performance measure will be the annual Community Collaborative Leadership Team Survey. The threshold for iSocial data use on the survey will be at least a 3 (a moderate amount) on a 4-point Likert scale. The target will be set based on baseline scores and available June 2019.

**Performance measure 3b: Percentage of collaboratives using data from the iSocial Data System to evaluate program/project performance.** Community Collaboratives have not yet been selected; therefore, baseline data are not available for this performance measure. The data source for this performance measure will be the annual Community Collaborative Leadership Team Survey. The threshold on the relevant survey item will be at least a 3 (a moderate amount) on a 4-point Likert scale. The target will be set based on baseline data and available by April 2019.

**Performance measure 3c: Percentage of respondents using fidelity assessments to inform decision making.** Community Collaboratives have not been selected; baseline data are not available for this performance measure. The data source for this performance measure will be the Community Collaborative Leadership Team Survey. The threshold on the relevant survey item will be at least a 3 (a moderate amount) on a 4-point Likert scale. The target will be set based on baseline scores, available by June 2019.

**Performance measure 3d: Percentage community collaboratives with sufficient professional development to analyze and use data.** Community Collaboratives have not been selected; baseline data are not available for this performance measure. The data source for this performance measure will be the Data Use Survey. The threshold on the relevant survey item will be at least a 3 (a moderate amount) on a 4-point Likert scale. The target will be set based on baseline scores, available by April 2019.

**Performance measure 3e: Percentage community collaboratives reporting that leadership/colleagues support data use.** Community Collaboratives have not been selected; baseline data are not available for this performance measure. The data source for this performance measure will be the Data Use Survey. The threshold on the relevant survey item will be at least a 3 (a moderate amount) on a 4-point Likert scale. The target will be set based on baseline scores, available by April 2019.



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**Project Objective**       Check if this is a status update for the previous budget period.

**Objective 4:** Establish collaboration, engagement, and feedback loops

4a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent representativeness of local, state leadership teams	Project		999/999	%		999/999	%

4b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of SPDG partners that understand their roles and responsibilities	Project		999/999	%		999/999	%

4c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of hits per month on website	Project	999	/	%	999	/	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information) Indicator 4a – 4c data:**

**Performance measure 4a: Percent representativeness of local, state leadership teams.** Community Collaboratives have not yet been selected and the State Leadership Team has only met twice to date; therefore, baseline data are not available for this performance measure. The data source for this performance measure will be meeting attendance logs. The threshold for adequate representation in meetings will be at least 5 of the following roles represented in meetings: parent/family member, preschool teaching assistant, behavioral support expert, preschool coordinator, related services personnel, data coordinator, preschool teacher, and administrator. The target (percent of meetings with at least 5 roles represented) will be set based on baseline scores, available April 2019. SSIP data suggests that attendance/engagement of parents/family members, preschool teaching assistants, behavioral support experts, and preschool coordinators will be most challenging.

The SPDG Core Team began meeting weekly on October 6, 2017. The new Expanded Core Team began meeting on February 7, 2018. The Expanded Core Team includes representation from the Parent Information Center (Race2K project/SSIP Process coach coordinator), a Distinguished Educator, and PTAN (SSIP practice-based coach coordinator). NH also integrated the SSIP and SPDG State Leadership Teams. The new State Leadership Team includes representation from lead SSIP/SPDG personnel, project leads for critical components of SSIP/SPDG (e.g., Professional Development Systems Coordinator), and key advisors who are engaged in state-level planning and development of SSIP/SPDG (e.g., local special education administrators, representatives from family organizations). The new joint SSIP/SPDG State Leadership Team had its first meeting on February 1, 2018.

**Performance measure 4b: Percentage of SPDG partners who understand their roles and responsibilities.** Community Collaboratives have not yet been selected; therefore, baseline data are not available for this performance measure. The data source for this measure will be an item on the State Leadership Team survey. The target will be set based on baseline scores, available April 2019.

**Performance measure 4c: # of hits per month on website.** SPDG information is not yet available on the NHDOE website; baseline data are not available for this performance measure. The target will be set based on baseline scores, available April 2019. We requested integration of SPDG content on the NHDOE website from the lead for website redesign. We also consulted with the NH Department of Information Technology to assess the resources available for website hit/traffic monitoring. Provisions for contributing website content are embedded in the contract with the PM Consortium and the planned Race2K (Parent Information Center) renewal contract. Additionally, we connected with the National Center for PM Innovations to explore how to leverage their resources and expertise for development of our website.



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**Project Objective**       Check if this is a status update for the previous budget period.

**Objective 5:** Expand knowledge, skills, and expertise of Early Childhood faculty to teach evidence-based practices

5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of relevant/appropriate early childhood courses that include instruction in Pyramid Model practices	Project		999/999	%		999/999	%

5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percentage of early childhood faculty in institutions of higher education that increased their knowledge and skills based on identified training objectives	Project		999/999	%		999/999	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information) 5a & b**

**Performance measure 5a: Percentage of institute of higher education (IHE) syllabi with increased inclusion of PM practices into coursework and practicum experiences.** The work to implement PM and other evidence-based practices in the curriculums of IHE has not yet commenced; therefore, baseline data are not available for this performance measure. The data source for this performance measure will be an annual survey of early childhood course instructors in

participating institutes of higher education. The target will be set based on baseline scores, available in March 2019. An RFP is being drafted to identify two IHEs that are interested in deeper integration of Pyramid Model practices into course work.

**Performance measure 5b: Percentage of early childhood faculty in IHE's that increased their knowledge and skills based on the identified training objectives.** Professional development with faculty from IHEs has not yet commenced; baseline data are not available for this performance measure. The data source for this performance measure will be post-training evaluation forms. The target will be set based on baseline scores, available in May 2018. The IHE Task force conducted a professional development needs assessment. Based on the results, they created a faculty strand for NHAEYC Conference in May 2018. We will collaborate with IHE Task Force to gather data based on professional development activities designed to promote knowledge and skills of the PM during the conference.

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

PR/Award #: H323A170029

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

1. The reported budget expenditures for the current reporting period (10/01/2017 – 2/28/2018) as reported on the cover page of this report period is \$113,438.92
  2. Grant obligations in the amount of \$91,817.44 have not been drawn down from G5 System to pay for the budget expenditure amounts reported in item 8b on this report cover page. Obligations cannot be drawn down until actual payments are made by the state for these obligations.
  3. We did not expend funds at the expected rate during the reporting period due to the following reasons:
    - Grant contracts in NH require approval from the state contracting process (Governor and Executive Council) which can limit and delay the start and execution of contracts. Two key contracts were approved on March 21, 2018. Our Project Officer Jennifer Coffey has been updated on a bi-monthly basis of our progress and of delays in the start and execution of contracts.
  4. We do expect to have unexpended funds at the end of the current budget period. The reasons for the unexpended funds are noted above in item 3. We anticipate spending down these funds in the next year.
  5. No changes were made to our budget that affected our ability to achieve our approved project outcomes.
- 

**SECTION C - Additional Information**

1. Current Partners for the iSocial SPDG include:  
The NH Parent Information Center and the Pyramid Model Consortium.
2. There are no statutory reporting requirements for this grant.
3. No requested changes to grant activities for the next budget period.
4. No other information to report at this time on our grant.

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

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-

**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.

## 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><b>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of expectations for PD participants (e.g., attendance in training, data reporting).<sup>1</sup></li> <li>• Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).<sup>2,3</sup></li> <li>• Description of how schools, districts, or other agencies were informed of their responsibilities.<sup>2,3</sup></li> </ul> <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>The SPDG Core Team has developed the following documentation to provide key information to Collaboratives and Implementation Sites regarding the expectations and commitment involved in participating iSocial. The Community Collaborative Application was released in April 2018. Practice-based and Process Coaches working with the Pyramid Model Consortium to become Master Cadre coaches piloted the written coach agreements, evaluation overview, and data collection calendar with the SSIP districts.</p> <p><b>Community Collaborative Application:</b> The purpose as well as the commitments, benefits, and expected outcomes of the SPDG are specified in the Community Collaborative application (see Appendix B), which was released in April 2018. The application asks aspiring communities to describe their proposed Community Collaborative Membership, Need and Readiness for Adoption of the Pyramid Model, and the Commitment/Endorsement from at least one school district in that community. It also provides the scoring criteria: membership (10%), need (20%), and readiness to adopt the Pyramid Model (70%). An Information Session is scheduled for May 2, 2018 for interested applicants.</p> <p><b>Written coach agreements.</b> Written coaching agreements (see Appendix C) have been developed. These agreements will be reviewed and signed by the practice-based coach, practitioner and administrator. Expectations for all three roles are clearly spelled out – the coach is to come to coaching on time and prepared, adhere to the practice-based coaching model, provide additional support as necessary, and maintain confidentiality. The practitioner is to Identify and work toward goals related to implementation of social-emotional teaching practices, attend coaching meetings as scheduled, actively engage in coaching meetings, be open to being observed and receiving feedback, and be open to changing and learning. The administrator is to respect the confidentiality of the coaching partnership, not use coaching for performance evaluation, provide the time and resources so that coaching can happen every two weeks, and agree to data collection and sharing.</p>	3

## SPDG Evidence-based Professional Development Components

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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><b>Evaluation Overview &amp; Data Collection Calendar:</b> The Evaluation Overview and Data Collection Calendar (see Appendix D &amp; E) were developed alongside the evaluation to provide an overview of the SPDG evaluation and timeline for data collection/submission for local participants. The documents also outline describes each tool and who is responsible for using the tools and submitting the data.</p>	
A(2) Selection	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.<sup>1</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>• Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ul>	<p>The <b>Contract with the Pyramid Model Consortium</b> (the national TA organization promoting fidelity implementation of the model) specifies that they will 1) train, coach, and support 3-5 state-level Pyramid Model (PM) expert trainers and practice-based coaches to build the infrastructure for a statewide master cadre of trainers/coaches; support the development of a model for training the trainers; develop a plan to implement and provide training and coaching support for Positive Solutions for Families (the companion parent module for PM) and Parents Interacting with Infants (module for home visitors); provide state level technical assistance and support to the SSIP/SPDG State Leadership Team by providing a national perspective/consultation as needed; and support content development for the project website.</p> <p>Individuals interested in applying to become practice-based coaches will review the qualifications clearly outlined in the <b>practice-based coach application form</b> (see Appendix F). It makes clear that the project seeks professionals with knowledge of early childhood education and special education, familiarity with the PM, and the skills to share their expertise and perspective with their colleagues through coaching. The application specifies that coaches are required to have completed a 2-day Expert Coach training and a 2-day TPOT (Teaching Pyramid Observation Tool) training prior to beginning coaching. Both of these Pyramid Model Consortium trainings will be offered at no cost to identified applicants. Coaches will not be paid to attend these trainings as this is a minimum requirement for the position. The application clearly lays out the minimum qualifications, expectations of coaches, compensation, and application procedures.</p>	3

## SPDG Evidence-based Professional Development Components

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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>Building on the work of the SSIP, the Core Team secured consultant Beth Steenwyk, a Systems Design and Implementation Consultant, to work with the SSIP Process Coaches and representatives from the Core Team to flesh out the role and function of process coaches within the frame of implementation science. This role and function document (draft attached in Appendix G ) will complement the Process Coach Application (draft attached in Appendix H) and to develop training documents to strengthen and support knowledge and skills related to implementation science and the specific role of the Process Coach in empower leadership teams to develop successful and sustainable infrastructure to support practice implementation.</p>	
B(1) Training	<p><b>Accountability for the delivery and quality of training.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for training.</li> <li>• Description of the role and responsibilities of the lead person(s) accountable for training.</li> </ul>	<p>NHDOE contracted (effective March 21, 2018) with the <b>Pyramid Model Consortium</b>, the national experts for PM implementation and fidelity, to train, coach, and support 3-5 state-level PM expert trainers and practice-based coaches to build the infrastructure for a statewide master cadre of trainers/coaches; to support the development of a model for training the trainers; and to develop a plan to implement and provide training and coaching support for Positive Solutions for Families (and Parents Interacting with Infants).</p> <p>Rob Corso, the Executive Director for the Pyramid Model Consortium, is overseeing the contract and trainers on behalf of the Consortium. The Consortium will take the lead in providing Leadership, PM Module 1-3, Prevent-Teach-Reinforce for Young Children (PTRYC), and Parents Interacting With Infants (PIWI) training to participating Collaboratives and Implementation sites as well as providing train-the-trainer support for a NH-based cohort of trainers.</p> <p>Additionally, the contract with Race2K (Parent Information Center), which was originally funded to support the State Systemic Improvement Plan (SSIP), was amended to include training facilitators and pilot Positive Solutions for Families. The Race2K project is overseen by the Executive Director of the Parent Information Center, who selects and hires trainers to be trained by the Consortium to develop local facilitators for Positive</p>	4

## SPDG Evidence-based Professional Development Components

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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>Solutions for Families.</p> <p>Leveraging the infrastructure of the SSIP, a renewal contract with Race2K (a project of the Parent Information Center) has been drafted and is moving through the approval process. The renewal will extend the oversight and monitoring of Process Coaches to encompass the SPDG Collaboratives (current SSIP contract expires 6/30/2018). Michelle Lewis, the Executive Director of the Parent Information Center, is Process Coach Lead and oversees professional development activities for the Process Coaches. These activities include group and individual TA through cohort meetings, onsite visits, and one-on-one interactions as well as deeper work with external consultants such as Beth Steenwyk who is supporting coaches to better understand their role and function from the perspective of implementation science.</p> <p>A similar infrastructure exists for the practice-based coaches under the SSIP and will be replicated for the practice-based coaches for the SPDG. The contract to support the oversight, management, and professional development of practice-based coaches for the SPDG implementation sites is currently in development and an RFP is anticipated to be released Summer 2018.</p>	
B(2) Training	<p><b>Effective research-based adult learning strategies are used.</b><sup>4,5,6</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of adult learning strategies used, including the source (e.g., citation).</li> <li>• Description of how adult learning strategies were used.</li> <li>• Description of how data are gathered to assess how well adult learning strategies were implemented.</li> </ul>	Not yet implemented.	1
B(3) Training	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b><sup>3,5</sup></p> <p>Required elements:</p>	Not yet implemented	1

## SPDG Evidence-based Professional Development Components

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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
	<ul style="list-style-type: none"> <li>• Description of skills that participants were expected to acquire as a result of the training.</li> <li>• Description of activities conducted to build skills.</li> <li>• Description of how participants' use of new skills was measured.</li> </ul>		
B(4) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.<sup>5</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of training outcome measure(s).</li> <li>• Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.</li> <li>• Description of how training outcome data were reported.</li> <li>• Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</li> </ul>	<p>The Evaluation Team has identified and developed key data tools to measure training outcomes and assess participant knowledge and skills. In addition to training feedback surveys which assess pre- and post-training knowledge and skills tied directly to the explicit objectives of the training, the evaluation leverages practice-level fidelity measures outlined by the PM Framework. These measures known as the Teaching Pyramid Observation Tool (TPOT™) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS) combine observation and interview to assess PM teaching practices on a bi-annual basis.</p> <p>Through alignment with the SSIP, the SPDG is leveraging the existing infrastructure of the iSocial data system. This online data collects, analyzes, and reports data regarding PM implementation and fidelity to key stakeholders including practitioners, coaches, and local and state leadership teams to inform ongoing decision making about policies, procedures and other infrastructure as well as group and individual professional development needs or goals.</p> <p>Practice-based coaches and practitioners, in particular, rely heavily on this fidelity data to inform selection of teaching practices targeted for improvement and action planning as outlined by the Practice-based Coaching Model (see Appendix A).</p> <p>The SPDG was also included in an external evaluation contract with Center for Behavioral Health Innovation at Antioch University New England (Antioch) which was awarded in July 2017. This contract includes analysis and reporting of iSocial data to state and local leadership teams as well as TA to support the use of evaluation data, including training and coaching data, to inform decision making such as the establishment of annual training calendars and highlighting specific TA needs of different roles or geographic</p>	3

## SPDG Evidence-based Professional Development Components

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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><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b><sup>5,7</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of training provided to trainers.</li> <li>• Description of coaching provided to trainers.</li> <li>• Description of procedures for observing trainers.</li> <li>• Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</li> <li>• Description of procedures to obtain participant feedback.</li> <li>• Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).</li> </ul>	<p>regions [examples represent actual use of training data via the SSIP].</p> <p>NH contracted (effective March 21, 2018) with the <b>Pyramid Model Consortium</b>, to train a pool of trainers and practice-based coaches to support implementation of the PM. Further the Consortium will coach and support 3-5 state-level PM expert trainers and practice-based coaches to build the infrastructure for a statewide master cadre of trainers and coaches as well as the development of a model for training the trainers.</p> <p>Development of the master cadre will include train the trainer opportunities as well as Professional Learning Community (PLC) support to ensure fidelity implementation of the training model and content.</p> <p>Additionally, in collaboration with Race2K (a project of the Parent Information Center; contract amendment approved March 21, 2018), the Consortium is supporting the development of Positive Solutions for Families trainers who can then work with SPDG communities to identify and develop local facilitators to implement the module with families.</p> <p>The Evaluation Team has identified and developed key data tools to measure training outcomes and assess experiences with training activities. Training feedback surveys assess pre- and post-training knowledge and skills tied directly to the explicit objectives of the training. Additionally, fidelity measures such as the TPOT™ and TPITOS provide data related to changes in practice resulting from training and/or coaching activities.</p> <p>The SPDG was also included in an external evaluation contract with Antioch which was awarded in July 2017. This contract includes analysis and reporting of iSocial data to state and local leadership teams as well as TA to support the use of evaluation data, including the effectiveness of coaching and training activities, to inform decisions around infrastructure and training needs [examples represent actual use of coaching and training data via the SSIP].</p>	2
C(1) Coaching	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</b><sup>8</sup></p>	<p>NHDOE contracted (effective March 21, 2018) with the <b>Pyramid Model Consortium</b>, the national experts for PM implementation and fidelity, to</p>	4

## SPDG Evidence-based Professional Development Components

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	<p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) responsible for coaching services.</li> <li>• Description of the role and responsibilities of the lead person(s) accountable for coaching services.</li> <li>• Description of how data were used to provide feedback to coaches and improve coaching strategies.</li> </ul>	<p>train, coach, and support 3-5 state-level PM expert trainers and practice-based coaches to build the infrastructure for a statewide master cadre of trainers/coaches; and to develop a plan to implement and provide training and coaching support for and Parents Interacting with Infants.</p> <p>Leveraging the infrastructure of the SSIP, a renewal contract with Race2K (a project of the Parent Information Center) has been drafted and is moving through the approval process. The renewal will extend the oversight and monitoring of Process Coaches to encompass the SPDG Collaboratives (current SSIP contract expires 6/30/2018). Michelle Lewis, the Executive Director of the Parent Information Center, is Process Coach Lead. As such, she contracts with and manages the Process Coaches; oversees coaching activities and professional development, including providing group and individual TA through cohort meetings, onsite visits, and one-on-one interactions; and monitors data collection for accuracy and integrity.</p> <p>An RFP for oversight and management for SPDG practice-based coaches is currently being drafted and targeted for release Summer 2018. This RFP is being informed by the significant work and learning occurring through the current oversight and management of SSIP practice-based coaches. Key information derived from the SSIP includes clarification of the difference between a consultant and a practice based coach, the skills and knowledge to support and manage the coaches, and the resources needed to adequately support full implementation of the coaching model.</p> <p>The Evaluation Team has identified and developed key data tools to measure coaching implementation, including dosage, fidelity, and effectiveness. Data measures include coaching logs, feedback surveys, and practice and program level fidelity measures. These data are captured through the iSocial online data system which provides ongoing analysis and on-demand reporting for stakeholders including coaches and leadership team members at both the state and local level. Contractors overseeing both the Process and Practice-based Coaches have access to these reports via their roles on the State Leadership Team as well as through monthly extracts provided by the</p>	

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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>Evaluation Coordinator (Christina MacDonald).</p> <p>The SPDG was also included in an external evaluation contract with Antioch which was awarded in July 2017. This contract includes analysis and reporting of iSocial data to state and local leadership teams as well as TA to support the use of evaluation data, including the effectiveness of coaching activities and fidelity to the practice-based coaching model, to inform decisions around infrastructure and training needs of the coaches [examples represent actual use of coaching data via the SSIP].</p>	
C(2) Coaching	<p><b>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).<sup>6</sup></li> <li>• Describe how SPDG coaches monitored implementation progress.</li> <li>• Describe how the data from the monitoring is used to provide feedback to implementers.</li> </ul>	<p>While coaches are not yet explicitly on board for the SPDG, a pool of process and practice-based coaches is currently gaining training and experience through the SSIP. It is anticipated that many of these experienced coaches will expand their work to support the incoming Community Collaboratives through the SPDG.</p> <p>The Core Team selected the Practice-based Coaching Model for implementation with the SPDG and NHDOE contracted with the Pyramid Model Consortium (effective March 21, 2018) to provide training to support the development of a master cadre of practice-based Coaches.</p> <p>The Practice-based Coaching Model (see Appendix A) is an evidence-based coaching model developed alongside the PM. The model is based on using rapid improvement cycles grounded in data. Data, including child outcome, practice fidelity data (TPOT™ or TPITOS), and family engagement survey data, is used to identify focused goals for improving practice. A clear action plan with measurable outcomes is developed and implemented, followed by reflection with the coach on what was observed as well as any relevant child outcome or other data. The coach then supports the practitioner in revising their action plan and beginning the cycle again.</p> <p>Additionally, the iSocial data system has already been developed and has the capacity to collect, analyze and report on key data relevant to coaching, including TPOT™, TPITOS, and BoQ fidelity data; Leadership Team Meeting Logs and Action Plans; coaching activities and hours; as well as feedback on</p>	4

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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
		coaching efforts. Access to and reporting within the system is permissions based, so Practice-based and Process Coach roles are able to view reports specifically designed to support their ability to monitor, provide feedback, and adjust their coaching activities to better support practitioners and leadership teams' progress with implementation.	
D(1) Performance Assessment (Data-based Decision Making)	<p><b>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).<sup>10</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Provide a description of the role/responsibilities of the lead person and who this person is.</li> </ul>	Christina MacDonald, an Education Consultant with the Bureau of Special Education at the NHDOE, is the lead for Data and Evaluation for SPDG. She coordinates stakeholder engagement in evaluation design and development; oversees and coordinates with the External Evaluator; oversees and directs the development of the iSocial data system; coordinates with process and practice-based coach coordinators to support data collection, including fidelity measures; and provides training and technical assistance to state and local implementation teams regarding data collection, the iSocial data system, and data-based decision making.	4
D(2) Performance Assessment	<p><b>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe data systems that are in place for various education levels.</li> <li>• Describe how alignment or coherence is achieved between various data systems or sources of data.</li> <li>• Describe how multiple sources of information are used to guide improvement and demonstrate impact.<sup>10</sup></li> </ul>	<p>A logic model and analysis plan (see Appendix I &amp; J) clearly lay out the iSocial outputs and outcomes and associated evaluation questions, measures, and data sources. Multiple measures and indicators are used to monitor each output or outcome from the logic model.</p> <p>The primary data system is called the iSocial data system. It is an online, permission-based system allowing for data collection and reporting at all levels of iSocial implementation, including practitioners, coaches, and local and state leadership teams. Data is collected and entered into the iSocial system at the point of collection and is available on-demand by stakeholders based on their role and permissions levels. Reports in the system capitalize on the underlying database to connect and analyze data points across sources to answer key evaluation questions for stakeholder groups. For example: reports for coaches connect data from coaching logs and feedback surveys to examine the distribution of coaching hours and activities against the activities that the coaches found to be the most valuable and impactful.</p> <p>Data collected outside of the system (e.g. training participation and feedback, contracts, etc.) is overseen by the Evaluation Coordinator and integrated, analyzed, and disseminated by the External Evaluator (Antioch)</p>	4

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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>through published reports and presentations at leadership team meetings and the iSocial Learning Collaborative at least two (2) times per year.</p> <p>The Core Team reviews action plan progress monthly along with additional data regarding infrastructure including training participation levels, locally identified needs for support, coaching hours and activities, etc. throughout the year to inform next steps. The State Leadership Team similarly utilizes fidelity data, state-level progress data, coaching feedback, and other data aligned with the key issues being addressed at their bi-monthly meeting.</p> <p>Locally, practice-based coaches review data with practitioners on a bi-weekly basis to support progress monitoring and action planning in accordance with the practice-based coaching cycle. Additionally, based on experience, Process Coaches meet monthly with local leadership teams to review action plan progress and other data sources to support PM implementation and decision making.</p>	
D(3) Performance Assessment	<p><b>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).<sup>10</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe the feedback loop for each level of the system the SPDG works with <ul style="list-style-type: none"> <li>○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</li> </ul> </li> <li>• Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).<sup>10</sup></li> </ul>	<p>The Core Team, which is responsible for the implementation of iSocial, expanded its existing feedback strategy from the SSIP to the SPDG. This structure for feedback loops includes:</p> <ul style="list-style-type: none"> <li>• A State Leadership Team that engages in planning, listens to feedback from all stakeholder groups and monitors implementation progress;</li> <li>• Local leadership teams at both the Community Collaborative and implementation site level that meet on a regular schedule to assess progress and engage in action planning;</li> <li>• Process coaches that meet with their leadership teams as well as together as a group on a monthly basis with the Process Coach Coordinator and the iSocial Coordinator to review local needs and coaching progress;</li> <li>• Practice-based coaches that work with individual practitioners and meet monthly as a group with the Practice-based Coach Coordinator, with TA from the Pyramid Model Consortium to view and understand data, share experiences and problem-solve</li> </ul>	3

## 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>challenges;</p> <ul style="list-style-type: none"> <li>A statewide iSocial Learning Collaborative inclusive of key participants from across the Community Collaboratives to identify common challenges and strategies and promoted cross-team sharing and understanding of data.</li> </ul> <p>Building on the existing TA infrastructure through the SSIP in which local teams and process coaches were provided and trained to use data protocols to support conversations about data and data-based decision making, a tiered infrastructure is planned to increase support and training for practice-based coaches, local data coordinators, and process coaches to expand capacity for understanding and utilizing data to support action planning, progress monitoring, and sustainability.</p> <p>Currently, stakeholders of iSocial are able to access relevant data via the iSocial data system. The data system is constructed with sophisticated, dynamic reports that correspond to key evaluation questions and analyzes data across data sources and time. By leveraging the system's permissions-based infrastructure, fidelity, and other, data is accessible across all levels of iSocial. This accessibility allows stakeholders to use data to inform modifications and improvements in implementation drivers related to their unique roles. This may include building staff capacity through professional development activities; providing adaptive and technical leadership in a classroom or with staff and teams implementing the PM; and guiding systems development and infrastructure to support implementation at the classroom/family, program, community, and state level.</p> <p>PM utilizes two tools to measure practice fidelity, the Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS). The TPOT is used to measure implementation of teacher practices in preschool classrooms and the TPITOS is used for infant and toddler classrooms. Observations and interviews are the data sources for both measures. NH will use the TPOT™ and TPITOS to assess practitioner fidelity to the PM for GPRA2 in the coming year. They are administered twice per year, once in the Fall and again in the Spring.</p>	

## 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
		Community and program-level fidelity are measured by the Benchmarks of Quality (BoQ). This annual tool is completed by Leadership Teams and used to assess implementation progress as well as to inform action planning.	
D(4) Performance Assessment	<p><b>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.</b><sup>10</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe how benchmarks are created and shared.</li> <li>• Describe positive recognition processes for achievements.</li> <li>• Describe how data are used to “market” the initiative.</li> </ul>	<p>A contract for an External Evaluator encompassing both the SSIP and SPDG elements of iSocial was awarded in July 2017. In addition to evaluation support and TA, the contract included the creation of a publishable annual report to champion the achievements and disseminate key findings to stakeholders including state and local policy makers, school and community based organizations, advocacy groups, and families.</p> <p>Additionally, with support from the External Evaluator, the Evaluation Team reorganized and simplified the existing evaluation questions to make them more holistic, meaningful, and accessible to stakeholders. This new framework incorporated clear performance measures against which ongoing progress could be monitored.</p> <p>Based on this Analysis Framework (see Appendix J), the iSocial data system was updated to include sophisticated, dynamic reports which responded to key evaluation questions and analyzed data across data sources and time. The Data Team also leveraged the system’s permissions-based infrastructure to provide users with reports tailored to their role in iSocial implementation, so that practice-based coaches could view the TPOT™ scores for their coachees while local and state leadership teams were presented with scores for their districts and statewide respectively, all presented against national benchmarks. This enhanced reporting capacity dramatically expanded access to data for all iSocial participants.</p> <p>Additionally, the Evaluation Coordinator and External Evaluator are working to establish a reporting calendar which will provide a framework for disseminating data analysis and key findings beyond the capacity of the iSocial data system to state and local leadership teams as well as other stakeholders.</p>	3

## 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>Data from iSocial is being shared and utilized to promote key partnerships leading to expansion and sustainability. One such partnership is with the developing Pyramid Model State Leadership Team (PMSLT), the statewide cross-sector stakeholder and leadership group working to implement PM statewide birth through 5. A contract for the PMSLT facilitator went out to RFP on Jan 26<sup>th</sup> 2018, applications were reviewed March 27<sup>th</sup> 2018, and the successful candidate will be put forward to the Commissioner of Education for approval before moving on to G&amp;C anticipated in June 2018. This facilitator will provide a key link, sharing data and resources from iSocial to inform the broader statewide infrastructure being constructed.</p> <p>A similar partnership is being cultivated with the Higher Education Task Force. The Core Team has fostered a connection with this task force to support dissemination of iSocial data to IHEs with an expressed interest in promoting evidence-based practices, including the PM, in their curriculum. The Evaluation Coordinator and External Evaluator met with the lead for the IHE Task Force and developed a plan to assess professional development needs of higher education faculty and measure the impact of iSocial professional development activities on integration of the PM and related practices into course curriculum and practicum experiences.</p>	
D(5) Performance Assessment	<p><b>Participants are instructed in how to provide data to the SPDG Project.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Procedures described for data submission.</li> <li>• Guidance provided to schools/districts.</li> </ul>	<p>The Evaluation Overview and Data Collection Calendar documents (see Appendix D &amp; E) provide a comprehensive understanding of the SPDG/iSocial evaluation framework and system. These documents outline the key performance measures, data sources, timelines, and administration support needed by Community Collaboratives and implementation sites to collect and submit required data.</p> <p>Support and technical assistance for the iSocial data system includes phone HelpDesk support as well as training and TA via iSocial Collaborative Meetings. A Help Manual is planned for 2018-19.</p> <p>Additionally, trainings on the iSocial data system will be provided to</p>	2

## 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
		Community Collaboratives and implementation sites once identified.	
E(1) Facilitative Administrative Support/ Systems Intervention	<p><b>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Role/job description of administrators relative to program implementation provided.</li> <li>• Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</li> </ul>	<p>The application for Community Collaboratives to participate in the SPDG was released on April 9<sup>th</sup>, 2018 with a due date of June 1<sup>st</sup>, 2018. The application included a detailed description of participation expectations, including required trainings and ongoing TA opportunities, at both the community and implementation site level. Additionally, the application required that applicants identify their contacts with decision-making authority from their partner organizations to be included in the Collaborative. Initial trainings for Collaborative and site-level administrators, outlined below, will commence following the announcement of selected Collaboratives on July 1<sup>st</sup>, 2018.</p> <p>The Pyramid Model Consortium was contracted (effective March 21, 2018) to provide key trainings including a Community Leadership Team orientation, Readiness trainings to support implementation site selection, and 2-day Leadership trainings for both Community and site-based leadership teams.</p> <p>Additionally, written practice-based coaching agreements (see Appendix C) have been developed that include the review and signatures of site-based administrators. The agreements are signed during a meeting with the practice-based coach in which the administrator is oriented to their role and expectations with regards to coaching.</p>	2
E(2) Facilitative Administrative Support/ Systems Intervention	<p><b>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</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>The iSocial data system is the primary vehicle for data collection, analysis and dissemination for the SPDG. The system is online, permissions-based, and accessible to SPDG stakeholders at all levels, including practitioners, coaches, and leadership team members at both the state and local level. It includes key data collection tools as well as dynamic reports capable of providing analyzed data across data sources and relevant to the various roles and implementation levels of iSocial. Coaches are able to review and analyze their own coaching activities related to effectiveness as well as monitor progress of their coachees (practitioners or leadership teams), while</p>	3

## 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>other levels of the education system when assistance is needed to remove barriers).</p> <ul style="list-style-type: none"> <li>Describe processes for revising policies and procedures and making other necessary changes.</li> </ul>	<p>Leadership teams are able to discern their own progress with fidelity implementation in relation to changes in site/classroom-level practice.</p> <p>In July 2017, Antioch became the External Evaluator for iSocial. The contract with Antioch included support for data collection, analysis, and dissemination for both the SSIP and SPDG as well as TA support to both the state and local leadership teams regarding understanding data and using data for decision making.</p> <p>In Fall 2017, the Evaluation Team, with support from the External Evaluator, reorganized and simplified the existing evaluation questions to make them more holistic, meaningful, and accessible to stakeholders. This new framework incorporated clear performance measures against which ongoing progress could be monitored.</p> <p>Based on this Analysis Framework (see Appendix J), the iSocial data system was updated to include more sophisticated, dynamic reports which responded to key evaluation questions and analyzed data across data sources and time. This enhanced reporting capacity dramatically expanded access to data for all iSocial participants.</p> <p>In concert with this expanded access, the Expanded Core Team and Evaluation Team developed a tiered TA infrastructure that lays out the primary audiences and strategies for supporting quality and integrity of data collection, understanding of data, and use of data for decision making. The audiences include practice-based coaches, process coaches, data coordinators, and local leadership teams. The key strategies include training in iSocial data collection tools and the iSocial data system; protocols for understanding and using data; embedding decision support tools in the data system, including help documents, tool descriptions, and interpretation/thinking prompts; training and consultation to local team data coordinators to infuse knowledge and skills within Leadership Teams; and an online support community, particularly for local data coordinators. iSocial will build data based-decision making capacity in similar ways at the</p>	

## 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>State Leadership Team level.</p> <p>In addition to access to and the ability to utilize data for decision making, administrator support is critical to ensuring capacity to make systems change. For this reason, the application for Community Collaboratives, released on April 9<sup>th</sup>, 2018, required that applicants identify their contacts with decision-making authority from their partners.</p>	

<sup>1</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

<sup>2</sup> <http://learningforward.org/standards/resources#.U1Es3rHD888> .

<sup>3</sup> Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

<sup>4</sup> Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

<sup>5</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

<sup>6</sup> <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

<sup>7</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

<sup>8</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

<sup>9</sup> [http://learningforward.org/standards/data#.U2FGp\\_lWYk](http://learningforward.org/standards/data#.U2FGp_lWYk) .

<sup>10</sup> <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).

## **Appendix A – Practice-based Coaching**



## PRACTICE-BASED COACHING

Head Start has a long tradition of providing professional development to support teachers as they implement effective practices that lead to positive outcomes for children. Coaching is one form of professional development that has shown promise for supporting teachers as they implement effective teaching practices.

The purpose of this document is to present the National Center on Quality Teaching and Learning’s (NCQTL) coaching model. This model has both a research base\* and an experience base. We refer to this coaching model as *Practice-Based Coaching*. Practice-Based Coaching is a model of coaching that includes three components (described below) which are associated with change in teacher practices and associated changes in child outcomes. While the components are all necessary, the way in which they are implemented may vary. This document will define *Practice-Based Coaching* and discuss formats in which *Practice-Based Coaching* can be implemented, and it will highlight and explain the components of *Practice-Based Coaching*.

### What Is Practice-Based Coaching?

PBC is a cyclical process for supporting teachers’ use of effective teaching practices that lead to positive outcomes for children. The coaching cycle components are:

1. Planning goals and action steps
2. Engaging in focused observation
3. Reflecting on and sharing feedback about teaching practices

PBC occurs within the context of a collaborative partnership. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.



Practice-Based Coaching Cycle



For the purposes of this document, it is helpful to define several key terms. A *coach* can refer to an expert, a peer, or the teacher (self). Here, an *expert* is someone who has knowledge and experience in the teaching practices being coached. Although *teacher* is used to describe the recipient of coaching, practice-based coaching can be used with other individuals who work with young children, such as home visitors, therapists, or teaching assistants. *Teaching practice(s)* refers to the process of teaching that supports child learning. Examples of teaching practices may include setting up the classroom environment to support learning, designing the schedule, establishing peer buddies to teach social skills, and designing and implementing developmentally appropriate activities. Teaching also includes the use of specific instructional practices that are used to teach within Head Start Child Development and Early Learning Framework outcome domains (e.g., shared book reading for literacy, active exploration for science, peer buddies for social-emotional development) and instructional practices (e.g., wait-time, prompting, reinforcement, fading cues) that teachers use across outcome domains. *Practice-Based Coaching* can be used to support, improve, or refine teaching practices across all domains delineated in the Head Start Child Development and Early Learning Framework.

### In what formats can Practice-Based Coaching be provided?

PBC can be implemented in different delivery formats. Coaches can be experts, peers, or the teachers themselves. Programs can deliver coaching on-site or from a distance using technology, and they can also deliver coaching in multiple formats. For example, an expert might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting. We show these options in the following table. We also refer to a specific model of delivering Practice-Based Coaching called Teachers Learning & Collaborating (TLC), which incorporates expert, peer-reciprocal, and self-coaching in a well-defined process.

### Options for Delivering Practice-Based Coaching

		Coach		
		Expert	Peer	Self
FORMAT	On-Site	Expert comes into the classroom to observe an activity. Expert meets with teacher to provide feedback on teaching practices. Teachers meet in work group with facilitator/coach to discuss their practice.	Peer comes into the classroom to watch an activity. Peers meet in the teacher workroom to reflect on observations and provide feedback to each other.	Teacher uses self-guided materials to structure an observation of his or her teaching practices, including videotaping while teaching. Teacher examines data on teaching practices to evaluate progress.
	Distance	Expert watches video of classroom activity that teacher uploaded. Expert uploads written feedback to shared website and conducts a conference call to provide specific prompts for reflection.	Peer reviews a video of classroom activity which the teacher has posted to a discussion board. Peer and teacher arrange a time to discuss observation via Skype.	Teacher uses online tutorial to plan an activity to videotape. Teacher records experiences using a structured online self-coaching tool.

### What Is Meant by Collaborative Coaching Partnerships?

Practice-Based Coaching occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and teacher, group facilitator and teacher, or peers, that provide a safe space for teachers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. Coaching



is neither evaluative nor judgmental. PBC is a supportive way to help adults grow professionally.

Developing a collaborative coaching partnership is an on-going process that develops over time. Collaborative partnerships are begun and developed by establishing rapport and shared understandings. This might be done through sharing of professional experiences and backgrounds; establishing a set of shared expectations for time commitments and outcomes; or discussing and reaching a mutual understanding of the coaching process and purpose. The coaching cycle is designed to strengthen collaboration and should be used systematically. The coaching components require reciprocity, or two-way interactions. Each coaching partnership is individualized to the unique strengths, needs, shared understandings, and desired outcomes of the coach and teacher.

## How Is Each Component of Practice-Based Coaching Implemented?

Each component of the PBC model is described in the following table. Taken together, all components help a teacher achieve desired outcomes for improvement or refinement of teaching practices. A summary of the processes involved in each component is provided in the table below.

### Practice-Based Coaching Components At-a-Glance

Component 1: Shared Goals and Action Planning	Component 2: Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
<p>Assess needs.</p> <p>Set goals for coaching.</p> <p>Create an action plan to guide coaching.</p> <p>Review and update goals and action plan throughout coaching partnership.</p>	<p>Gather information through observation.</p> <p>Record information about the observation.</p> <p>Use support strategies to learn more about the practice or to improve or refine teaching practices (coach models or prompts).</p>	<p>Discuss and reflect on observation and progress.</p> <p>Share and consider feedback.</p> <p>Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.).</p>

### Component 1: Planning Goals and Action Steps

This component of the *Practice-Based Coaching* model includes processes for *initial* goal setting and action planning and processes for *ongoing* goal setting and action planning. For initial goal setting and action planning, a needs assessment should be conducted. A needs assessment involves gathering data about current teaching practices and determining priorities for enhancement or refinement (Snyder & Wolfe, 2008). The selection of an appropriate needs assessment instrument will depend on the focus of coaching. An important feature of the needs assessment instrument is the clear delineation of the teaching practices to be examined.

Based on needs assessment information, a set of goals is developed that guides the creation of an action plan. Goals should be clearly defined, measurable, and achievable within a defined time frame. Goals provide accountability and allow opportunities to celebrate progress. For example, a coaching goal might be that the teacher wants to increase children’s responses and interactions during storybook reading.

During action planning, the steps, resources, and supports needed to reach a goal are specified. The action plan also includes a time frame to review progress on goals. The steps included on an action plan are small, observable tasks or strategies that support accomplishment of the goal. For the above storybook reading goal, sample action steps might be to read articles about shared storybook reading; to read the storybook ahead of time and put sticky notes in the book as



reminders for inserting interactive activities; to select books with repetitious phrases that children can repeat; and to have a teacher assistant video tape the story reading for later review. The goals and action plan provide a “roadmap” for the support and feedback that occurs as part of the other components in the coaching cycle.

## **Component 2: Engaging in Focused Observations**

The second component in the *Practice-Based Coaching* model is engaging in focused observations. The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom activities, routines, and transitions. Focused observations are guided by the goals and action plan steps described above. Observations are focused, because the information the coach is gathering is specific to the shared goals and action plan steps rather than a more general observation of the class. For example, if the teacher and coach agreed on a goal of improving transitions with an action plan step of the teacher providing specific reminders of expectations prior to transitions and providing positive feedback for children who are meeting expectations, the coach would observe and record information on these targeted actions by the teacher. There are many different ways to engage in focused observations, including live observation by the coach, reviewing videotape of the teacher in the classroom, or self-monitoring on the part of the teacher. Focused observations may include the coach providing support to improve and refine teaching practices. This support might include strategies such as the coach modeling an instructional practice, providing a verbal prompt, or offering quick suggestions. Coaches, whether expert, peer, or self, use a range of strategies that support using effective teaching practices during on-going classroom activities, routines, and transitions. The strategies are selected based on the action plan steps and discussion between the coach and the teacher.

## **Component 3: Reflecting on and Sharing Feedback about Teaching Practices**

The third component of the Practice-Based Coaching model focuses on (a) mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices); and (b) sharing feedback about implementation of support strategies and implementation of teaching practices. This component happens in the context of a debriefing “meeting”. A debriefing meeting is a time to communicate about progress and challenges, and make plans for future meetings and observations.

Reflecting on teaching practice involves taking time to think about what was effective and what was a barrier to improving or refining implementation of teaching practices. Reflection encompasses consideration both of the feedback and the support experiences.

Sharing feedback about teaching practice involves providing information about performance that is both supportive and corrective, and is intended to help achieve identified goals and improve or refine teaching practice. Supportive feedback is used to recognize and encourage successful implementation of teaching practices. Supportive feedback connects information from the observation with the goals and action plan steps to illustrate progress toward desired outcomes. Corrective feedback is used to help recognize opportunities for improving or refining teaching practices. Corrective feedback should be specific and constructive. Feedback is informed by experiences from examining and supporting teaching practice, and might also be informed by reflection.

There are different ways to reflect on and share feedback about teaching practices. For example, reflection might occur through journaling, while watching a video of practice, or in conversation. Feedback could take the form of written notes or emails, graphical representation of progress, or discussion. As in the previous component, support strategies are also used during reflection and feedback to improve or refine effective teaching practices. Examples of support strategies include role-playing, problem solving conversations, or provision of materials and resources.

## **How Does the Coaching Cycle Continue?**

As part of the debriefing meeting, information from the processes associated with reflection and feedback lead the way to engaging in ongoing goal setting and action planning, associated with Component 1.



For ongoing goal setting and action planning, the existing goals and action plan are reviewed and updated. Updating the goals and action plans might include continuing with the same goals and revising the action plan, revising the selected goals and updating the action plan, or identifying new goals and creating a new action plan. At some point during the ongoing process, the original needs assessment might be reviewed or updated to determine new priorities.

## Resources

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## **Appendix B – iSocial Community Collaborative Application**



## **iSocial Community Collaborative Application**

This project is administered by the NH Department of Education and funded through the US Department of Education, State Personnel Development Grant: H323A170029

**Application Due Date: June 1, 2018**  
Published: April 9, 2018



The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

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## Project Description

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The NH Department of Education (NH DOE) recognizes the importance of healthy social-emotional development in young children, including those with disabilities. *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* has been identified as a positive behavioral intervention and support (PBIS) framework that uses systems-thinking and implementation science to promote evidence-based practices. The model helps practitioners working with young children to build skills for supporting nurturing and responsive caregiving, creating learning environments, providing targeted social-emotional skills, and supporting children with challenging behavior.

The NH DOE, along with other stakeholders across the state, are building a system of supports to help communities in their efforts to make data-informed team decisions, provide high quality, effective, professional development and ensure implementation fidelity of the Pyramid Model. The system is called iSocial (**improving Social-emotional Outcomes through Complementary Infrastructure and Leadership**).

iSocial originated through the work of the NH DOE, Bureau of Special Education State Systemic Improvement Plan (SSIP) and is being expanded through additional funding of a State Personnel Development Grant (SPDG). The SPDG was awarded to the Bureau of Special Education from the U.S. Department of Education, Office of Special Education programs for the years of 2017-2022. The purpose of the SPDG is to improve social-emotional outcomes of children ages birth to five with disabilities through the implementation of the evidence-based Pyramid Model Framework in local communities. In order to do this, the NH DOE is looking for community partners to implement the Pyramid Model. These community partners will join together as a Collaborative to engage in iSocial. Community Collaboratives are explained in more detail throughout this application.

Successful iSocial Community Collaborative applicants will agree to adopt the Pyramid Model Framework and participate in training and technical assistance to support leadership and infrastructure development, data collection and analysis, strategic planning and sustainability of Pyramid Model practices.

The Community Collaborative will need to have a leadership team that will identify one or more implementation sites. These sites will be the actual settings in which the Pyramid Model practices will be implemented and may be home visiting programs or classroom-based. These sites will be identified through a process based on various readiness factors such as the ability to engage in coaching and availability to participate in professional development. Additional sites may be identified moving forward. Implementation sites will be inclusive of all children, including children with disabilities. They will serve children within the range of birth through 5 but not necessarily include the full range of ages. These sites will be provided with training and technical assistance, content and process coaching, a data and evaluation system including measures of fidelity, opportunities for family engagement and opportunities to collaborate with other sites.

## Eligible Applicants

New Hampshire Community Collaborative teams are invited to apply. This could be an existing community team or a newly established partnership. Community Collaboratives agree to the elements outlined in the commitment section below for the duration of the SPDG (anticipated end date of June 30, 2022).

### Community Collaborative Commitment, Benefits and Outcomes

Commitment of Collaborative	Benefits & Outcomes for Collaborative
Form a Leadership Team which includes: <ul style="list-style-type: none"> <li>○ at least one local school district serving preschool children with disabilities</li> <li>○ at least one community-based early childhood setting(s) and/or home visiting program(s) such as child care, Head Start, Early Head Start, Family-Centered Early Supports and Services or others</li> </ul>	<ul style="list-style-type: none"> <li>● Process Coach for Community Leadership Team to assist in infrastructure development</li> <li>● Stronger early childhood community partnerships</li> </ul>
Agree to implement the Pyramid Model Framework	<ul style="list-style-type: none"> <li>● Increased knowledge of evidence-based social-emotional supports for young children and their families</li> <li>● Improved social-emotional outcomes for young children</li> </ul>
Participate in monthly Community Collaborative Leadership Team meetings (1-2 hours/meeting) to: <ul style="list-style-type: none"> <li>○ Engage in on-going needs assessment</li> <li>○ Develop, maintain and implement a community action plan</li> <li>○ Support implementation &amp; sustainability</li> </ul>	<ul style="list-style-type: none"> <li>● Stronger early childhood community partnerships</li> <li>● Access to limited grants funds to support related expenses including, but not limited to substitutes, related materials/supplies, etc.</li> </ul>
Engage in data collection and data sharing	Access to data system resulting in improved data-based decision making
Identify 1 or more* implementation sites within your community (Based on selection criteria including need, readiness and willingness to do the work.)	Improved state and local capacity to support implementation of the Pyramid Model
Participate in professional development based on need and prior experience, including training and coaching (estimated to be 5-7 days per year, plus virtual meetings)	<ul style="list-style-type: none"> <li>● No cost, state, regional and onsite professional development and technical assistance based on the Pyramid Model Framework</li> <li>● Onsite practice-based coaching</li> <li>● Opportunities to collaborate with other Community Collaboratives</li> <li>● Increased knowledge of evidence-based social-emotional supports for young children and their families</li> </ul>

\*The number of implementation sites eligible to participate will be dependent both on the site's capacity and the state's capacity to support implementation.

## Implementation Site Commitment, Benefits and Outcomes

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Within these Community Collaboratives, one or more implementation sites will be identified through a process based on various readiness factors. Additional sites may be identified moving forward. Implementation sites will be inclusive of all children, including children with disabilities, between the ages of birth and five and their families. They will serve children within the range of birth through 5 but not necessarily include the full range of ages. Implementation sites will be provided with training and technical assistance, content and process coaching, a data and evaluation system including measures of fidelity, opportunities for family engagement and opportunities to collaborate with other implementation sites. Implementation sites commit to implementing the Pyramid Model Framework with at least one practitioner receiving coaching, participate in leadership teams, professional development and family engagement opportunities.

### Community Collaborative Selection

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The NH DOE will select up to 5 Collaboratives to participate in the iSocial SPDG over the course of the project (anticipated end date of June 30, 2022), based on selection criteria including need, readiness and willingness to do the work. Selected iSocial Community Collaboratives are making a long-term commitment to the project and will receive training and coaching to support implementation of the Pyramid Model Framework at the community level and at the identified implementation site(s).

Based on the model of Implementation Science (Blasé, Fixsen), selected Collaboratives will receive intensive training and coaching as they move through the exploration, installation and initial stages of implementation.

Community Collaboratives will be notified of their selection status by July 1, 2018, followed by the signing of the Memorandum of Agreements for the selected Collaboratives. It is anticipated that the Pyramid Model Framework training and coaching will begin by the Fall of 2018.

### Application Content and Scoring Criteria

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Applications will be reviewed and scored using the following scoring criteria:

Section	Title	Criteria	Points
A	Community Collaborative Membership	Information is complete and includes a school district as a required partner	10
B	Community Need	This section is complete and need has been demonstrated	20
C	Community Collaborative Readiness for Adoption of the Pyramid Model Framework	This section is complete and responses demonstrate readiness to adopt the Pyramid Model Framework	70

The total number of points awarded will be an important factor, but not the only factor in selecting Community Collaboratives. Other factors may include geographic distribution, size and demographic diversity of communities. The NH DOE reserves the right to seek clarification of any information contained in a submitted application.

## Section A: Community Collaborative Membership

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### Name of Collaborative

<b>Collaborative Name:</b>	
<b>Contact Name:</b>	<b>Contact Title:</b>
<b>Contact Email:</b>	<b>Contact Phone Number:</b>
<b>Contact Address:</b>	

### Community Collaborative Partners

Each Collaborative must identify a minimum of one (1) participating school district. This school district does not have to be an implementation site but must be a Collaborative partner.

The Collaborative may include representatives from the community who are invested in and interested in improving social-emotional outcomes for young children including children with disabilities. The contact person identified should be able to make decisions on behalf of their agency/program/organization or have easy access to key decision makers.

<b>Agency/program/organization Name:</b>	
<b>Contact with Decision-making Authority:</b>	<b>Contact Title:</b>
<b>Contact Email:</b>	<b>Contact Phone Number:</b>
<b>Contact Address:</b>	<b>Potential Implementation Site (Circle one)</b> <b>Yes or No</b>

## Community Collaborative Partners (continued)

Please make copies of this page should you have additional Community Collaborative Partners to include in your application.

<b>Agency/program/organization Name:</b>	
<b>Contact with Decision-making Authority:</b>	<b>Contact Title:</b>
<b>Contact Email:</b>	<b>Contact Phone Number:</b>
<b>Contact Address:</b>	<b>Potential Implementation Site (Circle one)</b> <b>Yes or No</b>

<b>Agency/program/organization Name:</b>	
<b>Contact with Decision-making Authority:</b>	<b>Contact Title:</b>
<b>Contact Email:</b>	<b>Contact Phone Number:</b>
<b>Contact Address:</b>	<b>Potential Implementation Site (Circle one)</b> <b>Yes or No</b>

<b>Agency/program/organization Name:</b>	
<b>Contact with Decision-making Authority:</b>	<b>Contact Title:</b>
<b>Contact Email:</b>	<b>Contact Phone Number:</b>
<b>Contact Address:</b>	<b>Potential Implementation Site (Circle one)</b> <b>Yes or No</b>

## Section B: Community Need

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1. Identify factors that demonstrate your community's need for promoting positive social-emotional outcomes for young children, including children with disabilities. (i.e. socio-economic factors, behavioral issues, suspensions and expulsions, drug epidemic, etc.) This response may include data or a description of the need or both.

## Section C: Community Collaborative Readiness for Adoption of the Pyramid Model Framework

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1. Describe your Community Collaborative. This may include information about existing infrastructure, longevity, purpose, mission and vision statements and other early childhood or family engagement initiatives in which you have collaborated.

2. Please describe why your team is interested in engaging in this work at this time.

3. What are the positive impacts you anticipate coming from this work?

4. What challenges do you anticipate impacting implementation and sustainability?

5. Describe your Collaborative's strengths related to the following areas:

- a. Decision-making authority

- b. Community buy-in

- c. Data collection & sharing

d. Working as a team

e. Ability to participate in training and coaching at the Community Collaborative Leadership Team and site levels

6. Describe how your Community Collaborative engages families. In your description, include how families contribute to your Community Collaborative's planning and decision making and how you support families.

7. Describe any experience your community has had with the Pyramid Model Framework.

## Community Collaborative Commitment/Endorsement

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Collaborative partners include representatives from the community who are invested in and interested in improving social-emotional outcomes for young children including children with disabilities. Each Collaborative must identify at least one participating school district. This school district does not have to be an implementation site but must be a collaborative partner. For purposes of this application, districts are considered to be an agency/program/organization.

<b>Agency/Program/Organization Name</b>	
<b>Authorized Signer Name (PLEASE PRINT)</b>	
<b>Authorized Signature</b>	
<b>Date</b>	

<b>Agency/Program/Organization Name</b>	
<b>Authorized Signer Name (PLEASE PRINT)</b>	
<b>Authorized Signature</b>	
<b>Date</b>	

<b>Agency/Program/Organization Name</b>	
<b>Authorized Signer Name (PLEASE PRINT)</b>	
<b>Authorized Signature</b>	
<b>Date</b>	

<b>Agency/Program/Organization Name</b>	
<b>Authorized Signer Name (PLEASE PRINT)</b>	
<b>Authorized Signature</b>	
<b>Date</b>	

*Please make copies of this page should you have additional Community Collaborative Partners to include in your application.*

## Application Checklist and Directions for Submission

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Completed applications include the following:

- Section A: Community Collaborative Membership
- Section B: Community Collaborative Need for Adoption of the Pyramid Model
- Section C: Community Collaborative Readiness for Adoption of the Pyramid Model
- Community Collaborative Commitment/Endorsement

An original application and four (4) hard copies must be received by:

**4:00pm on June 1, 2018**

Please submit applications to:

**Amy Aiello**  
**NH Department of Education**  
**101 Pleasant Street**  
**Concord, New Hampshire 03301**

For assistance in filling out this application, an online ***Informational Session*** will be held via Zoom that will guide applicants through the process as well as answer any questions that may arise. The session will be recorded and posted to the NH DOE website. This session will take place on **May 2, 2018 from 1:00 – 2:30pm.**

To register for the information session please email your name, organization, position, and phone number to [amy.aiello@doe.nh.gov](mailto:amy.aiello@doe.nh.gov).

Any and all questions regarding this application must be directed to:

Amy Aiello  
*iSocial SPDG Project Director*  
603-271-1536  
[amy.aiello@doe.nh.gov](mailto:amy.aiello@doe.nh.gov)

If you have specific questions that you'd like addressed during the informational session, please submit them in advance and we will be sure to address them in the session. There will also be an opportunity to ask additional questions during the session.

## **Appendix C – Practice-based Coaching Agreement**

# **Coaching Agreement**

## **Content Coach-Practitioner-Administrator**

*The completed signature page of this document (page 3) indicates that the coach, practitioner and administrator have carefully reviewed and are in agreement with all items.*

### **Content Coach:**

**As I coach you to implement Pyramid Model practices with fidelity I, the coach, agree to:**

- Be punctual and organized. I will schedule, plan, and facilitate focused observations and coaching meetings on a two-week cycle or as needed.
- Use all components of the Practice-Based Coaching model with fidelity:
  - Shared goals and action planning
  - Focused observation
  - Reflection and feedback
  - Focused on effective teaching practices, in the context of a collaborative partnership
- Provide additional support by:
  - Sharing resources
  - Providing models of effective teaching practices
  - Watching, listening, and learning from you about your educational beliefs and values
  - Focusing on your strengths, your emerging skills, and your individual professional goals
- Maintain confidentiality about the details of our coaching partnership, except in instances related to my responsibilities as a mandated reporter. I may talk about coaching meetings or activities with other coaches in my coaching cohort. Anything discussed with the cohort will be kept confidential by all participants.
- Other agreement(s):

### **Practitioner:**

**As I work to implement Pyramid Model practices with fidelity I, the teacher, understand that coaching information will not be used in my performance evaluation and agree to:**

- Identify and work toward goals related to implementation of social-emotional teaching practices (based on the TPOT and/or the Inventory of Practices).
- Attend coaching meetings as scheduled, approximately every other week or as needed.
- Actively engage in coaching meetings by:
  - Assessing my strengths and needs
  - Asking questions
  - Sharing pertinent information

- Reflecting and listening
- Giving my coach feedback about how our partnership is working and offering suggestions for making it more effective.
- Be open to being observed and receiving feedback.
- Be open to changing and learning.
- Other agreement(s):

***Administrator:***

**As I support the implementation of Pyramid Model practices in my program I, the Administrator, agree:**

- To respect the confidentiality of the coaching partnership. This may include refraining from asking the coach questions about coaching and about how the teacher is doing.
- That coaching will not be used as a method of performance evaluation.
- To commit to providing time, private space, and classroom coverage so that coaching meetings can happen every two weeks or as needed.
- That I understand that the following data will be collected and used as part of the coaching process:
  - Number of coaching cycles completed
  - Teaching practices that are the focus of coaching
  - Contact logs with dates and duration of coaching meetings
  - Contact logs with coaching activities
  - Pre- and post- TPOT data
  - Aggregate performance data
  - Other:
- That coaching and fidelity data may be shared with the following:
  - New Hampshire iSocial State Implementation Team
  - Local Leadership Team
  - Other:
- Other agreement(s):

## Coaching Agreement Signature Page

I, the coach, commit to the above and to being respectful, approachable, trustworthy, and non-judgmental in all our coaching interactions to create a positive collaborative partnership that supports your professional development.

---

**Coach's signature**

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**Date**

I, the teacher, commit to the above and to being open to suggestions, ready to ask for what I need, and willing to try to change my teaching practices. I am committed to creating a positive collaborative partnership that supports my professional development.

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**Teacher's Signature**

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**Date**

I, the administrator, have reviewed this agreement and will support its implementation.

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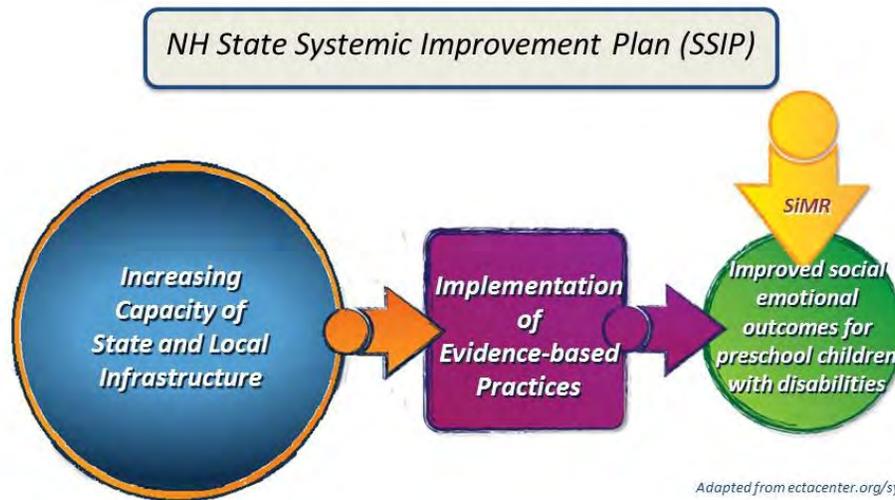
**Administrator's Signature**

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**Date**

## **Appendix D – SSIP Evaluation Overview**

# SSIP Evaluation Overview



## Purpose of the State Systemic Improvement Plan (SSIP) Evaluation



State and local infrastructures that are robust, intentional, and collaborative will provide the supportive environment needed for practitioners to successfully implement evidence-based practices which result in increased positive social and emotional outcomes for preschool children.

The main purpose of the SSIP Evaluation is to assess the capacity of state and local infrastructures to promote and sustain positive social emotional skills (including social relationships) for preschool children with disabilities.

## SSIP Phases and Evaluation

The SSIP is divided into three phases:

Phase I	2014-15	State Infrastructure and Data Analysis	Complete
Phase II	2015-16	District Infrastructure and Data Analysis, Action Planning and Statewide Evaluation Framework	The Statewide Evaluation Framework, along with the SSIP Logic Model, will help guide the SSIP State Evaluation Team in collecting and analyzing information that will inform the project of its progress and effectiveness.
Phase III	2016-19	Implementation and Evaluation	Measures will be in place to determine which supports are most effectively impacting changes and which supports are not as effective, so modifications can be made throughout implementation (formative assessment). At the conclusion of Phase III, the overall effectiveness of the supports and changes to increase positive social emotional outcomes for preschool children with disabilities will be determined (summative assessment). Conclusions drawn from this work will help the state and the stakeholders to better understand effective practices for future systems and supports.

## Questions the Evaluation Seeks to Address

The focus of the evaluation is on the system rather than on the practitioner’s performance. The effectiveness of the system will include assessing the end result – the impact on child outcomes. The evaluation seeks to address the following three main evaluation questions, along with four related evaluation questions.

Main Evaluation Questions	Related Evaluation Questions
<ul style="list-style-type: none"> <li>• Are changes in practice leading to improvements in the rate of growth in the area of positive social emotional skills (including social relationships) for preschool children with disabilities?</li> <li>• How are the systems and infrastructure interacting and supporting change at the practice level?</li> <li>• Are structures in place to adapt and sustain changes in infrastructure as a result of a continuous improvement cycle?</li> </ul>	<ul style="list-style-type: none"> <li>• Are the infrastructure elements created at the state and district level <b>sufficient</b> to support implementation fidelity of evidence based practice? (formative)</li> <li>• How do state and local infrastructure <b>interact</b> to support fidelity implementation? (formative)</li> <li>• To what extent is fidelity implementation of evidence based practice resulting in increased positive social emotional skills (including social relationships)? (summative)</li> <li>• Are we meeting our SiMR<sup>1</sup>? (summative)</li> </ul>

In order to address these broader evaluation questions, the evaluation will be addressing several specific sub-questions. The following are examples.

Examples of Specific Sub-questions the Evaluation Will Address
<ul style="list-style-type: none"> <li>• To what extent has the SSIP fostered family engagement opportunities that support children’s social emotional growth? To what extent has there been an increase in the knowledge and skills of staff to engage families in supporting improved social emotional outcomes for their children?</li> <li>• What changes have occurred in practitioner practice as part of the SSIP?</li> <li>• To what extent have evidence-based practices been implemented with fidelity?</li> <li>• Have children’s social emotional skills (including social relationships) improved?</li> </ul>

## Roles and Responsibilities in the Evaluation

### State Stakeholders

- Determine existing data availability
- Maximize existing data collection as much as possible to reduce data burden and to create a sustainable system
- Identify or develop data measures and data tools
- Collect and analyze data from stakeholders
- Respond to requests for data collection (e.g. state-level infrastructure including professional development and TA offerings, state leadership team, and data systems)

### District Stakeholders

- Provide input into the state-level evaluation plan
- Respond to requests for data collection—To the extent possible, the evaluation will draw from existing data collection sources (e.g. POMS) and data collected as part of implementing the evidence-based practice (e.g. fidelity measures). Some additional collection, such as surveys, may also be necessary.
- Convey questions, concerns, and suggestions to the state through liaisons

<sup>1</sup> **State-identified Measurable Result (SiMR)** – Preschool children with disabilities in the identified subset of districts will substantially increase their rate of growth in the area of improved positive social-emotional skills (including social relationships) by the time they turn six years of age or exit the program.

## **Appendix E - iSocial Data Collection Calendar**

# SSIP Evaluation District-Level Data Collection

## Overview

To inform the ongoing implementation of the SSIP, we will be collect data at both the state and district level. We will use a variety of tools and methods to capture data reflecting each of the infrastructure components and facets of implementation.

Careful attention was given to the role of data collection in the implementation process. We have strategically identified tools to minimize data burden as well as support the ongoing development work of implementation. As a result, the majority of the tools identified below are either inherent to the implementation of the evidence-based practice (Pyramid Model) or serve the dual role of a functional process document and collection tool.

The data being collected are incredibly valuable for informing the ongoing decision making process at both the district and state level. To this end, the state will leverage its data system capacity to provide timely and meaningful reports to districts throughout the SSIP.

Below is an overview of the collection tools to be administered *at the district level*. A calendar outlining the schedule for annual documentation is provided to show when each tool will be either administered or collected, followed by a brief description of the structure and purpose of each tool.



Adapted from [ectacenter.org/sysframe](http://ectacenter.org/sysframe)

## Annual Calendar

Month	Data Collection Tool	Who Completes?	Who Submits?
October	Benchmarks of Quality	District Leadership Team	SSIP Data Coordinator
	Action Plan Progress Reporting	District Leadership Team	SSIP Data Coordinator
	TPOT(Summary Scores Only)	Practice Coaches	Practice Coaches
November	<i>Data Use Survey*</i>	One of each of the following roles: Regular Education Administrator, Special Education Administrator, Practitioner, and District Data Coordinator	Online Survey

\*The tools shown in *Italics* are not inherent to the implementation of the evidence-based practice, but provide key information to support SSIP implementation.

Month	Data Collection Tool	Who Completes?	Who Submits?
April	Action Plan Progress Reporting	District Leadership Team	SSIP Data Coordinator
May	TPOT (Summary Scores Only)	Practice Coaches	Practice Coaches
	<i>Family Engagement Survey*</i>	Parents/Guardians	Online Survey
June	Feedback on Practice-Based Coaching	Practitioners (Coaching Recipients)	SSIP Data Coordinator
	Feedback on Process-Based Coaching	District Leadership Team	SSIP Data Coordinator
	<i>Leadership Team Survey*</i>	District Leadership Team	SSIP Data Coordinator
Ongoing	Leadership Team Meeting Logs	District Liaison	District Liaison
	Practice-based Coaching Logs	Practice Coaches	Practice Coaches
	Updates/Changes to the Action Plan	District Leadership Team	SSIP Data Coordinator

## Tool Descriptions

### Tools completed by District Leadership Teams:

Benchmarks of Quality—an annual self-report checklist that guides and tracks progress of the program-wide implementation of the Pyramid Model.

Action Plan Progress Reporting and Updates/Changes— a biannual and ongoing process tool to clarify the resources needed, timeline, and tasks to reach individual district goals as well as to track ongoing progress, successes, and challenges encountered during implementation.

*Data Use Survey\**—an annual online survey to identify the access that individuals in SSIP districts have to student data and how those data are used for decision making.

Feedback on Process-Based Coaching—an annual survey for District Leadership Teams to provide feedback on the quality and impact of their coaching experience with the district liaisons.

*Leadership Team Survey\**— an annual reflection tool for District Leadership Teams to consider the successes, barriers, and impact of the SSIP implementation process in their district.

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\*The tools shown in *Italics* are not inherent to the implementation of the evidence-based practice, but provide key information to support SSIP implementation.

### **Tools completed by District Liaisons or Practice Coaches:**

Leadership Team Meeting Logs—ongoing documentation to capture key details regarding implementation for potential scale-up and highlight successes throughout the implementation process as well as opportunities for continued support.

TPO (Teaching Pyramid Observation Tool)—an biannual observation and interview tool used to identify a teacher’s implementation and coaching needs, and gauge implementation fidelity at the practice level. Only summary scores will be submitted to the state.

Practice-Based Coaching Logs—ongoing documentation to capture key details regarding coaching infrastructure and implementation.

### **Tool completed by Practitioners in implementation classrooms:**

Feedback on Practice-Based Coaching—an annual survey for practitioners to provide feedback on the quality and impact of their coaching experience.

### **Tool completed by Parents/Guardians of students in implementation classrooms:**

*Family Engagement Survey\**—an annual online survey of families of students in implementation classrooms to share their experience with engagement strategies related to the Pyramid Model. Districts will be responsible for sharing information regarding the survey, including the online survey link, with families of students in implementation classrooms.

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\*The tools shown in *Italics* are not inherent to the implementation of the evidence-based practice, but provide key information to support SSIP implementation.

## Appendix F – Practice-based Coaching Application



## Application for iSocial Coaches

PTAN<sup>1</sup> is developing a coaching cohort to support the implementation of the Pyramid Model. These content coaches will work with practitioners supporting preschool children with disabilities in NH school districts participating in iSocial, the NH SSIP (State Systemic Improvement Plan).

We are seeking professionals who possess a deep knowledge of early childhood education and special education, familiarity with the Pyramid Model (<http://www.PyramidModel.org>) and the skills to share their expertise and perspective with their colleagues through coaching<sup>2</sup>. Coaches are required to have completed a 2-day Expert Coach training and a 2-day TPOT (Teaching Pyramid Observation Tool) training prior to beginning coaching. Both of these Pyramid Model Consortium trainings will be offered at no cost to identified applicants. Dates for the trainings are: Expert Coach Training on 7/25 and 7/26/17 and TPOT (Teaching Pyramid Observation Tool) Training on 8/29 and 8/30/17. Coaches will not be paid to attend these trainings as this is a minimum requirement for the position. iSocial coaches will provide services during the FY'18 school year to practitioners in school districts identified by the Department of Education Bureau of Special Education.

### 1. **Minimum Requirements:**

- Bachelor's Degree in education, special education or related field; Master's degree or higher preferred
- Extensive knowledge and experience in early childhood education and special education
- Familiarity with the Pyramid Model (<http://www.PyramidModel.org>) including:
  - Completion of Modules One and Two prior to participation in expert coach training
  - Completion of Expert Coach and TPOT training
- Previous professional experience as a coach, consultant or mentor
- Effective oral and written communication skills
- Ability to work with representatives from NH DOE, PTAN, Race2K, school district personnel, and families

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<sup>1</sup> PTAN (*Preschool Technical Assistance Network*) at SERESC is funded by the NH DOE Bureau of Special Education to develop and implement a statewide professional development (PD) system designed to increase the implementation of effective practices and enhance outcomes for preschool children with disabilities and their families.

<sup>2</sup> Coaching is defined as a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group. [NAEYC Early Childhood Education Professional Development: Training and Technical Assistance Glossary](#)

- Capable of maintaining confidentiality regarding sensitive documents and communication
- Access to a dedicated computer with email capability and word processing software (preferably Microsoft Word); video conferencing capability preferred
- Familiarity with sending and receiving emails and attached documents and working within a variety of web-based communication platforms

2. **iSocial Coach Expectations**

- Provide at least eight hours per month of content coaching per designated classroom team and/or individual in person, by phone, or via web-based platforms
- Participate in coaching cohort meetings and communication in person, by phone, or via web-based platforms
- Maintain and submit accurate electronic and paper-based records in a secure manner to preserve confidentiality

3. **Compensation:** Compensation will be \$65.00 per hour for provision of content coaching and participation in related meetings, to include travel time.

4. **Application Procedures:** Submit the application materials below to Joan Izen, PTAN Project Director by email ([jjizen@seresc.net](mailto:jjizen@seresc.net)), mail (SERESC, 29 Commerce Drive, Bedford, NH 03110) or fax (603-206-6599). Clearly mark “iSocial Coach Application” on email, mail or fax.

Applications are due by Friday April 14, 2017. All applications will be reviewed by PTAN project staff and members of the NH Department of Education, Bureau of Special Education, and other designees as appropriate. PTAN at SERESC is under no obligation to interview all applicants.

Application materials to include:

- Letter of interest detailing professional and education experience as related to the Minimum Requirements
- Completed application
- 3 Letters of Reference
- Current resume



\_\_\_\_\_ I understand that participation as an iSocial Coach will involve working with my designated team or individual at least 8 hours each month either in person, by phone or via web-based platforms.

\_\_\_\_\_ I understand that participation as an iSocial Coach will require occasional participation in project and state-level meetings.

\_\_\_\_\_ I have included with this application my letter of intent, resume and 3 letters of reference.

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Signature

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Date

## **Appendix G – Process Coach Role & Function**

<b>Sustainability Factors</b>	<b>Purpose of Process Coach</b>  <b>WHY</b>	<b>What Functions are Performed by Process Coach?</b>  <b>WHAT/HOW</b>	<b>What might Gradual Release look like to transfer functions</b>  <b>SO THAT...</b>
<p><b>Administrator Support</b>  <i>Active involvement by school leaders in the adoption and implementation of practices by demonstrating a prominent role in the coordination and management of the practices, voicing support for the continued implementation of the selected practices, and removal of barriers impeding implementation efforts is necessary.</i></p>	<ol style="list-style-type: none"> <li>1. Orient and support the development of commitment and buy in to do the work</li> <li>2. Helping the school leaders to support the LT to form and see the “big picture”</li> <li>3. Support the development of an understanding of the role of the administrator</li> <li>4. Support the development of <i>distributive leadership model</i> across complex environments</li> <li>5. Support school leaders in understanding their role and responsibility in addressing barriers when implementation challenges are identified</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Actively assisting</b> administrator:                             <ul style="list-style-type: none"> <li>✓ To assess buy in and involvement</li> <li>✓ To understand their scope of influence/impact on a situation and how they might facilitate influence/impact when it is outside their scope</li> <li>✓ To develop strategies to engage other key supporters for the work (Central Office Admin, School Board Members, Community Partners)</li> </ul> </li> <li>2. <b>Actively engaging</b> administrators in:                             <ul style="list-style-type: none"> <li>✓ Building relationships to support adoption &amp; commitment</li> <li>✓ Supporting critical systems change to support and sustain implementation</li> <li>✓ Performing their role in the implementation and sustainability process</li> <li>✓ Supporting the change on both the adaptive and the technical issues</li> </ul> </li> </ol>	

iSocial Process Coach Purpose & Function

<b>Sustainability Factors</b>	<b>Purpose of Process Coach</b> <b>WHY</b>	<b>What Functions are Performed by Process Coach?</b> <b>WHAT/HOW</b>	<b>What might Gradual Release look like to transfer functions</b> <b>SO THAT...</b>
<p><b>Consistent Implementation Approach</b> Leadership Team ensures that critical features of the practices are identified and defined across the continuum of the implementation process, commonly understood by implementers, and intentionally aligned to existing goals/priorities for contextual fit within the school setting.</p>	<ol style="list-style-type: none"> <li>1. Non negotiables/critical features/Implementation fidelity</li> <li>2. Implementation infrastructures</li> <li>3. Implementation process and stages</li> <li>4. Alignment of practices to other initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Provide Resources</i></li> <li>2. <i>Facilitate Learning</i></li> <li>3. <i>Maintain Focus</i></li> <li>4. <i>Support Alignment</i></li> <li>5. <i>Systematize the practice across the system??</i></li> </ol>	

DRAFT

<b>Sustainability Factors</b>	<b>Purpose of Process Coach</b>  <b>WHY</b>	<b>What Functions are Performed by Process Coach?</b>  <b>WHAT/HOW</b>	<b>What might Gradual Release look like to transfer functions</b>  <b>SO THAT...</b>
<p><b>Effective teams</b> Individuals meeting for the purpose of supporting the implementation of a selected practice come together on a consistent basis and are guided by a set of operating procedures to ensure their time together is efficient, focused, and results in action to further enhance implementation efforts.</p>	<ol style="list-style-type: none"> <li>1. Effective and Functional Team</li> <li>2. Intentionally support implementation fidelity</li> <li>3. Systemic maintenance of effective practices (at the practitioner and system level)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Promote Team Discovery and Raise Awareness</b> of effective teams by:               <ol style="list-style-type: none"> <li>a. Ensuring equitable participation,</li> <li>b. Defining critical team members and their roles and functions,</li> <li>c. Asking probing questions,</li> <li>d. Mediating potential conflict</li> <li>e. Actively listening to LT members.</li> <li>f. Reflecting back what is seen and not seen</li> </ol> </li> <li>2. <b>Model the facilitation of effective Leadership Team meetings</b></li> <li>3. <b>Support the Leadership Team</b> to:               <ol style="list-style-type: none"> <li>a. understand the evidence-based practice,</li> <li>b. the needs those practices would address and</li> <li>c. the implementation supports to ensure fidelity,</li> </ol> </li> <li>4. <b>Support the LT to remove barriers to implementation efforts</b></li> </ol>	

iSocial Process Coach Purpose & Function

<b>Sustainability Factors</b>	<b>Purpose of Process Coach</b>  <b>WHY</b>	<b>What Functions are Performed by Process Coach?</b>  <b>WHAT/HOW</b>	<b>What might Gradual Release look like to transfer functions</b>  <b>SO THAT...</b>
<p><b>Frequent data sharing</b> Data related to the level of implementation of the selected practice and the impact on intended outcomes are collected on a regular basis and presented to school staff and key stakeholders (e.g., district leadership, board of education) in an ongoing way. The frequency of data sharing is higher for staff that are directly responsible for the implementation of the selected practice as opposed to key stakeholders who are not directly implementing the practice.</p>	<ol style="list-style-type: none"> <li>1. Identification of data sets to consider and/or collect:               <ol style="list-style-type: none"> <li>a. Student/child Level</li> <li>b. Teacher/Practitioner Level</li> <li>c. Practice Implementation Level</li> <li>d. System Level</li> </ol> </li> <li>2. Ensure the proper use of and sharing of data at all levels of the system (classroom and building if appropriate)</li> <li>3. Ensuring that a comprehensive assessment and data system is developed and used</li> </ol>	<ol style="list-style-type: none"> <li>1. Supporting the Leadership Team to address the need for and development of a comprehensive data collection and data usage system</li> <li>2. Supporting the Leadership Team to facilitate the use of and understanding of the data related to:               <ol style="list-style-type: none"> <li>a. Child performance,</li> <li>b. Teacher actions,</li> <li>c. Practice integrity,</li> <li>d. System supports,</li> </ol>               at all levels of the system (classroom and building if appropriate)             </li> </ol>	

<p><b>Sustainability Factors</b></p>	<p><b>Purpose of Process Coach</b></p> <p><b>WHY</b></p>	<p><b>What Functions are Performed by Process Coach?</b></p> <p><b>WHAT/HOW</b></p>	<p><b>What might Gradual Release look like to transfer functions</b></p> <p><b>SO THAT...</b></p>
<p><b>High quality professional learning</b>                      Staff that are implementing a selected practice have ongoing access to professional learning for the purpose of teaching them how to implement the practice within the context in which they work. The teaching uses a combination of theory and research to help people understand why the particular practice they are learning has been selected; modeling; and initial and ongoing practice opportunities coupled with feedback to increase their fluency in the implementation of the practice.</p>	<ol style="list-style-type: none"> <li>1. Help the Leadership Team understand the components of an effective Professional Development plan (<i>link to consistent implementation approach i.e. non-negotiable features of EBP</i>)</li> <li>2. Ensure data drives the Leadership Team the identification of areas of strength and need for Professional Development</li> <li>3. Help the Leadership Team to determine what Professional Development would lead to or support the desired outcomes</li> <li>4. Support the Leadership Team to develop a Professional Development Plan</li> <li>5. Support the Leadership Team in thinking systemically to:                             <ol style="list-style-type: none"> <li>a. develop strategies and plans to address future employee turnover</li> <li>b. to ensure a system of on-going training and coaching</li> <li>c. address hiring criteria for vacancies</li> </ol>                             so that there are adequate supports to prevent implementation dips.                         </li> </ol>	<ol style="list-style-type: none"> <li>1. Engage the Leadership Team in an on-going conversation regarding effective adult-learning strategies that lead to fidelity of practice and improved outcomes</li> <li>2. Guide the Leadership Team in using a data protocol to analyze data to inform and plan professional development</li> <li>3. Guide the Leadership Team to identify resources needed and challenges to develop an on-going plan to address them</li> <li>4. Help the Leadership Team continually utilize their resources to keep abreast of the available (and required) professional development for the evidence based practice</li> <li>5. Assist the Leadership Team in on-going assessment of the effectiveness of Professional Development system</li> </ol>	

iSocial Process Coach Purpose & Function

<b>Sustainability Factors</b>	<b>Purpose of Process Coach</b>  <b>WHY</b>	<b>What Functions are Performed by Process Coach?</b>  <b>WHAT/HOW</b>	<b>What might Gradual Release look like to transfer functions</b>  <b>SO THAT...</b>
<p><b>Access to coaching</b> Staff have access to individuals with expertise and to other effective implementers for the purpose of strengthening their level of use and quality of implementation for the practice selected.</p>	<ol style="list-style-type: none"> <li>1. Develop the Leadership Team’s capacity to support Practice Based Coaching that can be sustained within their district/program</li> <li>2. Help them to develop the infrastructure necessary to support Practice Based Coaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Support the Leadership Team to understand PBC model and the various delivery options</li> <li>2. Support the Leadership Team to adopt the Practice Based Coaching model and select the appropriate delivery option</li> <li>3. Support the Leadership Team to understand the necessary infrastructure to implement and sustain coaching and identifying barriers within their system</li> <li>4. Support the Leadership Team to develop an action plan that ensures a systematic approach to Practice Based Coaching</li> <li>5. Support the Leadership Team in assessing (and selecting) viable candidates to be Practice Based Coaches</li> <li>6. Support the Leadership Team in considering and assessing the readiness factors for determining whom will receive coaching</li> <li>7. Support the Leadership Team to develop a structure to address and adjust to the on-going coaching needs</li> </ol>	

## **Appendix H – SPDG Process Coach Application**

## **Race 2K Process Coach**

The Race 2K project, a grant-funded project of the Parent Information Center and funded by the NH Department of Education, Bureau of Special Education is seeking, *pending funding approval*, Process Coaches to provide the services described below to Community Collaboratives and/or site-based leadership teams participating in iSocial.

### **1. Responsibilities**

Using the Active Implementation Science Frameworks, Process Coaches work Community Collaboratives and/or site-based leadership teams to create and implement an action plan that guides coaching, coordinates training and the process to build the capacity of the teams to improve social emotional outcomes for children ages birth – five, including preschool children with disabilities. The Process Coach provides the facilitation and support necessary to ensure that all components of implementation science and drivers are addressed. Specific responsibilities include:

- Act as a Process Coach in the development and implementation of a local action plan(s) using the Active Implementation Science Frameworks
- Attend monthly Community Collaboratives and/or site-based leadership team meetings
- Serve as a feedback loop from the Community Collaboratives and/or site-based leadership team to the iSocial Sate Leadership Team (ensure two-way communication)
- Participate in monthly Process Coach Meetings in Concord
- Participate in training events as appropriate
- Participate in iSocial Learning Collaborative meetings, webinars or conference calls

### **2. Minimum Requirements**

- Bachelor's Degree in Education or related field
- Knowledge of Active Implementation Science Frameworks
- Extensive experience with facilitation or systems change work
- Strong oral and written communication skills
- Strong organizational skills
- The ability to work with representatives from NH DOE, community and school district personnel, and families
- Experience in early childhood education or administration, preschool special education, family centered supports and services, or special education administration preferred

### **3. Commitment and Compensation**

Process Coaches are contract positions and are compensated at \$65.00 per hour, to include travel time. It is estimated that this position is approximately 15-hours a month.

### **4. Application Procedures**

Please submit the following to Michelle Lewis at [mlewis@picnh.org](mailto:mlewis@picnh.org) or Parent Information Center, 54 Old Suncook Road, Concord, 03302-2405 by **XXXX**.

- A letter of interest detailing professional and education experience as related to the Minimum Requirements;
- A current resume;
- 3 Letters of References

### **5. Evaluation of Applications**

All applications will be reviewed by Race 2K staff and members of the NH Department of Education, Bureau of Special Education, as appropriate. Interviews will be conducted. The Parent Information Center is under no obligation to interview applicants.

## **Appendix I – SPDG Evaluation Framework**

# SPDG Evaluation Framework

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**Goal**—The goal of the SPDG is to improve social-emotional outcomes of preschool students with disabilities through the implementation of the evidence-based Pyramid Model Framework.

**Purpose**—The purpose of the SPDG Evaluation is to assess the capacity of the state and local infrastructure to promote and sustain positive social emotional skills (including social relationships) for children through the implementation of the evidence-based Pyramid Model Framework.

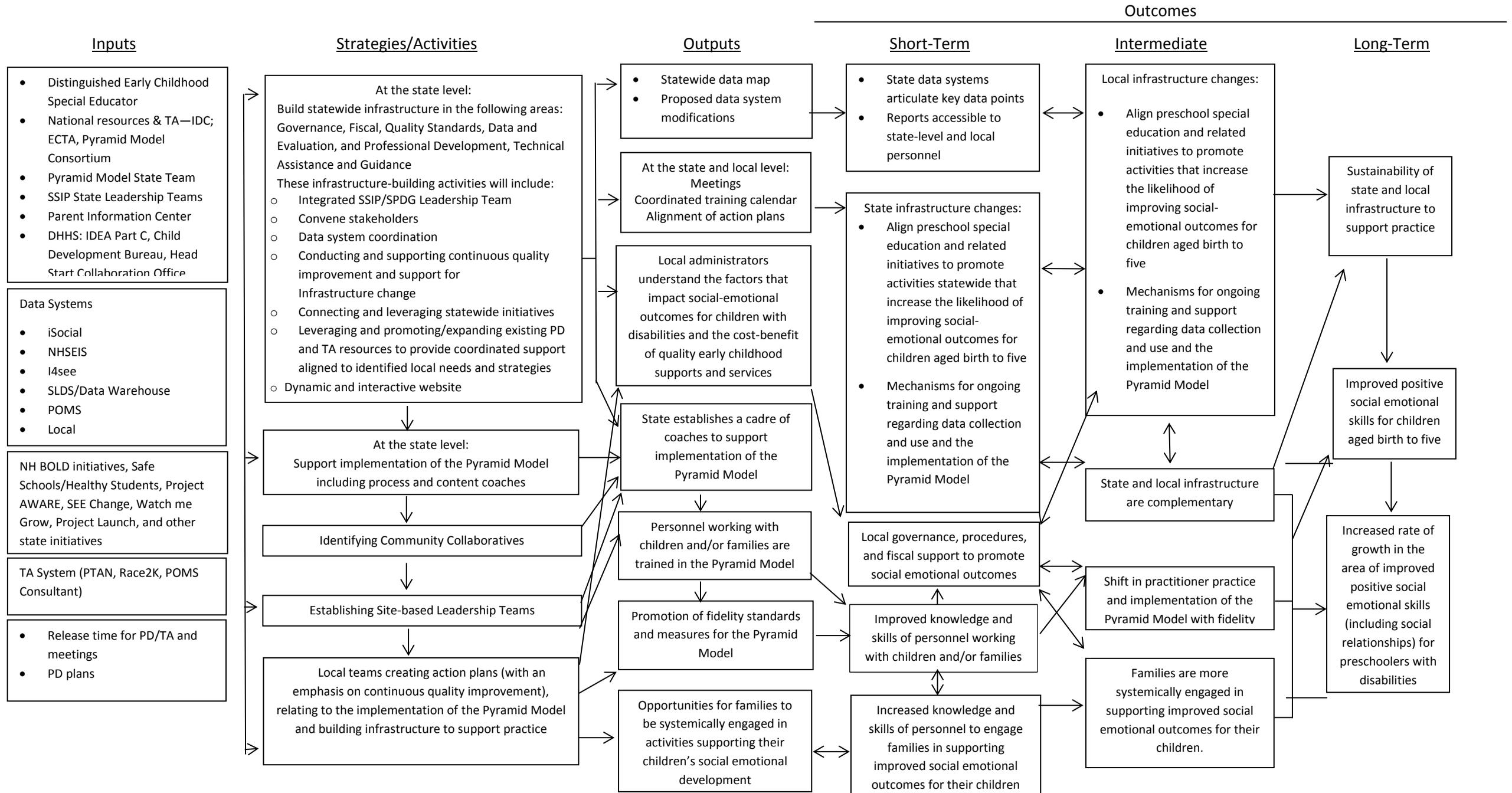
Broad Evaluation Focus—Systems and Infrastructure at both State and Local Level

- Are changes in practice leading to improvements in the rate of growth in the area of positive social emotional skills (including social relationships) for preschool children with disabilities?
- How are the systems and infrastructure interacting and supporting change at the practice level?
- Are structures in place to adapt and sustain changes in infrastructure as a result of a continuous improvement cycle?

Related Evaluation Questions:

- Are the infrastructure elements created at the state and local level **sufficient** to support implementation of the Pyramid Model with fidelity? (formative)
- How do state and local infrastructure **interact** to support fidelity of implementation? (formative)
- To what extent is implementation of the Pyramid Model with fidelity resulting in increased positive social emotional outcomes? (summative)
- Are we meeting our targets for improving positive social emotional outcomes? (summative)

# SPDG Logic Model



## **Appendix J – Analysis Framework**

**Infrastructure: Outcomes, New Questions, Performance Measures, and Original Questions**

Outcome	New Question	Supporting Data	Original Question(s)
<b>Governance, Leadership, &amp; Alignment</b>			
Output 4 - Local administrators understand the factors that impact S-E outcomes for preschool children with disabilities and the cost-benefit of quality EC supports & services	Do leaders understand and make the case/need for S-E learning among preschoolers with disabilities?	District Action Plans State Communication Protocols District Leadership Team Survey	Do leaders understand the case/need for S-E learning among preschoolers with disabilities?
ST 5- District governance, procedures, and fiscal support to promote social emotional outcomes	How well do district governance, procedures, and fiscal structures support iSocial?	District Leadership Team Surveys Program-Wide Benchmarks of Quality	Are there supports (leadership structures/teams and levels of engagement, fiscal resources, procedures, etc.) that create an environment in which promotion of social emotional outcomes can flourish? [district]
Output 3 - State/district meetings, coordinated training, alignment	How well coordinated and aligned are State/District infrastructures and efforts?	State Action Plans/Progress reporting District Action Plans/Progress reporting District Leadership Team Meeting Notes District Leadership Team Survey Participant Training Surveys State Leadership Team Survey	To what degree are SSIP activities integrated into existing state and district-level calendars of trainings and initiatives? Are/where is there content/format duplication or gaps across initiatives and between state and district training? Are there patterns of goals, themes, and needs identified in district action plans? What are the implications for the state action plan? What mechanisms for coordination exist? [state] What does coordination look like across PS special education initiatives? [state] Are stakeholders informed and provide opportunities for input across multiple initiatives or regarding the alignment of initiatives? [state and district] Are stakeholders informed and provide opportunities for input across multiple initiatives or regarding the alignment of initiatives? [state and district] Are the coordinated efforts among the initiatives meeting the needs of districts/practitioners? [state] To what extent are trainings and TA complementary between the state and district level? How are the systems and infrastructure interacting and supporting change at the practice level? Where are leadership teams experiencing success, challenges,
ST 3- State: Alignment across preschool special education and related initiatives			
IT 1- District: Alignment across preschool special education and related initiatives			
IT 3- State and local infrastructures are complimentary			

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
			and what support is needed across teams that can be approached jointly? Are communication protocols developed for identifying barriers and adaptive challenges and problem solving at each level? What methods of communication exist for local and state leadership teams to be informed of each’s initiatives, needs, resources, and efforts?
LT 1 Sustainability of state- and district-level infrastructure to support practice.	To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?	Program-Wide Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis	To what extent do elements of the action plans/leadership ensure that the full model of support continues with fidelity through the life of implementation? (“persistence”) Have there been changes to governance, practices and procedures? What are the identified causes? [district]
<b>Personnel &amp; Workforce</b>			
Output 3 - State/district meetings, coordinated training, alignment	What do training, coaching, and TA look like?	State Action Plan/Progress reporting District Action Plans/Progress reporting District Leadership Team meeting notes Participant Training Surveys State Leadership Team Survey Consultant Contracts Coaching logs	Is there a coordinated system to provide TA? What is the balance between training capacity and need? How much staff time is spent on training and TA activities? Are the coaching resources meeting practitioner needs (incl. system capacity)? Are the coaches adequately prepared for the task? (credential/background) Are the coaches adequately prepared for the task (perceptions)? Are staff sufficiently trained in EBPs? How are fidelity standards being communicated and/or promoted?
Output 5- State establishes a cadre of coaches to support EBPs			
Output 6- Staff trained in EBPs			
Output 7- Promotion of fidelity standards/measures for EBPs			
ST 4- State: Mechanisms for POMS & EBP training & support	Is training, coaching, & TA sufficient to support high quality practice?	State Action Plan and Progress Reporting Coaching Logs POMS TA Records POMS Data Integrity Analysis Practitioner surveys of coaching TPOT data	Are there sufficient trainings to meet the need? (consider frequency, content, format, and audience) Do ongoing training and supports meet varying district and practitioner needs? (incl. capacity, accessibility, practitioner levels, implementation stage, action plans) Are ongoing training and support effective at achieving and maintaining fidelity of data collection and/or quality and consistent data?
LT 1- Sustainability of	How will sufficient	Program-Wide	Are the infrastructure elements created at the state and district

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
state- and district-level infrastructure to support practice.	training, coaching, and TA be sustained?	Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis	level sufficient to support implementation fidelity of evidence based practice?
<b>Data</b>			
Output 1 Data map is created Output 2 - Data system modifications are proposed	What initial data system improvements are needed to support iSocial?	State-level databases Statewide data map System modification documentation	What additional data, tools, or reporting functionality is needed to support practice? How can we leverage existing systems to support data-based decision making
Output 7- Promotion of fidelity standards and measures for evidence-based practices.	How are fidelity data used?	Coaching Logs District Leadership Team Meeting Notes Participant Training Survey	How are fidelity assessments being used? How is data regarding fidelity being used to inform decision making?
ST 1- State data systems articulate key data points.	What data system improvements are needed to support iSocial?	State-level databases Statewide data map	How can existing systems be leveraged to streamline data collection, minimize data burden, and enhance existing capacity? Where can systems share data to facilitate data analysis?
ST 2- Reports accessible to state-level and district personnel	What data system improvements are needed to support iSocial?	Data Use survey	Do data systems provide timely access to relevant data in comprehensible ways? To whom? How does data access and availability impact practice? Are the data and reports available to the state and districts sufficient and appropriate to inform decision making? Do state and district teams have the capacity to interpret and utilize data in a timely manner?
ST 4- State: Mechanisms for ongoing training and support regarding POMS and EBPs	How well are state and district training and support mechanisms promoting high quality POMS data collection?	State Action Plan and Progress Reporting Coaching Logs POMS TA Records POMS Data Integrity Analysis	Are ongoing training and support effective at achieving and maintaining fidelity of data collection and/or quality and consistent data? How can we leverage existing systems to strengthen and reinforce data integrity?
IT 2- District: Mechanisms for ongoing training and support regarding POMS and EBPs			
LT 1- Sustainability of	What is in place to sustain	Program-Wide	Are structures in place to adapt and sustain changes in

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
state- and district-level infrastructure to support practice.	use of data to support decision making and quality improvement?	Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis	infrastructure as a result of a continuous improvement cycle?

**Practice: Outcomes, New Questions, Performance Measures, and Original Questions**

Outcome	Question	Supporting Data	Original Question(s)
<b>Family Engagement</b>			
Output 8- Creation of family engagement opportunities	What does family engagement look like?	District Action Plans Program-Wide Benchmarks of Quality (BOQ) State Action Plan	What engagement opportunities are available to families? What are the state, districts, schools, and/or practitioners doing to promote and support family engagement re: social emotional growth?
ST 7 - Improved staff family engagement knowledge and skills	How have family engagement knowledge and efforts changed?	Family Engagement Survey Score on family-engagement related TPOT items	How has increased staff knowledge impacted interactions with parents/families? Are staff implementing family engagement strategies with fidelity? Do families report that the school/practitioner informs or supports their family and child with their child’s social emotional development? Are families’ needs for information and support around their child’s social emotional development being met through this process? (incl. do they understand?)
IT 5- Families are more systemically engaged in supporting improved social emotional outcomes for their children	How has family engagement changed?	Family Engagement Survey	How are families engaging with districts, schools, and classrooms to support social emotional growth? Has family engagement changed over time? Are families’ needs for information and support around their child’s social emotional development being met? How are families systemically included in supporting improved social emotional outcomes for their children
<b>Practice/Instruction</b>			
ST 6- Improved knowledge and skills of staff working with preschool children	How has staff knowledge and performance changed?	TPOT Participant Training Surveys	Are ongoing training and support effective to achieve and maintain fidelity and/or quality and consistent data? How has staff knowledge changed over time? How has change in staff knowledge and skills impacted practice?
IT 4- Shift in practitioner practice and implementation of EBP with fidelity	How has fidelity changed?	TPOT Family Engagement Survey	To what extent are practices being implemented with fidelity?
LT 2- Increased rate of growth in the area of improved positive social	How has S-E growth rate changed, in relation to fidelity?	Improved rate of growth in social-emotional skills by age 6 or exit from	Are changes in practice leading to improvements in the rate of growth in the area of positive social emotional skills (including social relationships) for preschool children with disabilities?

Appendix VII NH iSocial Analysis Framework

Outcome	Question	Supporting Data	Original Question(s)
emotional skills (including social relationships)		preschool special education	Are we meeting the performance targets outlined in the SiMR?