15 +15
SPDG Caffeine from the Field
Served with Half and Half
Session 1
3:55 − 4:25

15 +15 − Session 1	*Location*
State-Level Recognition System for MTSS This presentation will describe Michigan's current systems for recognizing schools, districts, and intermediate school districts for promising MTSS implementation and impacts on students. Participants will learn about the criteria used, automatize process for identifying sites through the project data system, and iterative progressions of the recognition system. **Presenter**: Anna Harms, PhD, Evaluation & Research Coordinator, Michigan Cheyne LeVesseur, PhD, Evaluation & Research Specialist, Michigan Julie Morrison, PhD, External Evaluator, Michigan **System Level**: State	Academy Hall
From Dissenters to Designers: Empowering project staff through virtual workgroups Our project evaluation team designed and generated reports for district coaches to use when helping school districts design professional development plans. Almost immediately, the evaluation team fielded complaints from district coaches about shortcomings of these reports. In response, realizing our failure to incorporate the needs of those who were using the reports into design, we invited the dissenting voices to a virtual workgroup, where we promised to listen and collaborate on the design of a revised report. Over the course of several virtual workgroup meetings, the evaluation team came to understand how the reports were being used and perceived both by project staff and district personnel. As a result, those who used the reports most became the designers. The virtual workgroup resulted in more impactful project tools and productive relationships. During the presentation, we will share our story and a list of tangible strategies to use with your own project. **Presenter**: Sarah Marten, PhD, Project Specialist, Missouri Jason Torres Altman, MA, Evaluator, Missouri **System Level**: State	Vista Room A

15 +15 – Session 1	Location
Progress Monitoring of Mental Health & Behavioral Interventions To promote cross-system collaboration and data-based decision making between schools and community mental health centers, the Kansas School Mental Health Initiative developed and is piloting an Excel file intervention monitoring template. Join us to discuss the process for garnering input into tool development, features that School Leadership Teams are finding eye-opening, and strategies for accessing and using aggregated data within SPDG annual reporting. Presenter: Cherie Blanchat, LSCSW, Kansas School Mental Health Initiative Project Coordinator Amy Gaumer Erickson, Ph.D., Kansas SPDG Evaluator System Level: Building, District, Regional	Vista Room B
Partnerships for Literacy: Family engagement and literacy Partnerships for Literacy is a systems intervention that schools implement to boost their students early literacy outcomes. It was developed by the Ohio Statewide Family Engagement Center. The intended result is improved home and school supports for early language and literacy development for young children through: the implementation of a locally developed plan, aligned with the schools reading plan and linking to community resources, a sustainable, representative, family-teacher team that is linked to the schools building leadership team and focused on the needs of all families through family and community engagement practices, and teachers who practice more effective family engagement. All of Ohios State Support Team offices have at least 1 coach trained to support Partnerships for Literacy in Ohio schools. Materials are available in Spanish, Chinese, Somali, and Arabic, so that a representative set of families can participate on Partnerships for Literacy teams. **Presenter**: Barbara Boone, Ph.D., Family Engagement Leader, Ohio **System Level**: Building	**Angle Room A**

15 +15 – Session 1	Location

Tracking Data Collection: The Impact of Color and Frequent Review
 	
When submission of data in a timely manner is crucial, a regularly shared and colorful tracking system can help keep data collectors, as well as senior grant staff, apprised of both short term and long-term gaps in receipt of data. This system has triggered problem solving discussions leading to a constantly improving data collection system. Presenters will share several tools including 1) a timeline for data collection, 2) a colorful tracking spreadsheet viewed at monthly meetings where coaches report on their activities at supported districts and sites, and 3) a district/site-specific data alert sheet.
 	
Presenter: Cheryl Huffman, MEd, External Evaluator, OK
 	
        Barbara Kurey, MEd, External Evaluator Associate, OK
 	
        Bethan Langlois, MEd, SPDG Coordinator, OK
 	
System Level: State
	Angle Room B

Clarifying the Role & Responsibilities of the Check & Connect Coordinator
 	
The Coordinator is a critical role within the Check & Connect (C&C) intervention, however there is limited documentation and guidance available pertaining to this role. Having clearly articulated performance expectations is vital to a position and when an individual in that position has this understanding, success and fidelity outcomes are increased. This session will provide participants with a tool created by the FL SPDG that will help their staff understand the C&C Coordinator's specific roles and responsibilities surrounding the four non-negotiables of C&C. Closely aligned with the National Mentor Practice Profile, the Coordinator Practice Profile assists Coordinators in understanding what is expected of them. In addition, the tool identifies the support, coaching, guidance, and technical assistance they may need to achieve program success and fidelity. Additional resources for development of the coordinator role will be shared including training agenda, content and toolbox.
 	
Presenter: Elaine Miller, FL C&C Project Director
 	
        Greg Gillman, FL C&C Project Facilitator
 	
        Sheila Ward, FL C&C Project Facilitator
 	
System Level: State
	Angle Room C

15 +15 – Session 1	Location
Examples of IRIS Use in States/Districts The IRIS Center produces free, engaging, online instructional resources of varying "grain sizes" on many educational topics. These resources can be used independently or paired and bundled to provide broader or deeper coverage of key topics. This session will give examples of how IRIS has collaborated with SEAs and LEAs to infuse IRIS resources within their professional learning systems. Presenter: Naomi Tyler, Director, IRIS Center Tanya Collins, Technical Assistance Coordinator, IRIS Center System Level: State, District, Building	Balcony Room D
Family-focused eLearning Literacy Resources Learn about NCIL's collection of Ask & Answer mini-modules and eLearning tutorials for parents and caregivers. The Ask & Answer mini-modules answer common questions families often ask about key literacy terms while the eLearning tutorials provide families with evidence-based information, strategies, tips, and activities to help PreK-grade 12 children develop as readers, all in an interactive experience. Presenter: Sarah Sayko, Deputy Director, National Center for Improving Literacy System Level: State, Regional, District, Building	Balcony Room E
Research-Based Early Reading MTSS: Transitioning School Stakeholders from Planning to Action This session will focus on a District Implementation Map and action planning tools that are used in New Jersey to guide MTSS in early reading and hold stakeholders accountable. Use of specific procedures for maintaining improvements in system structures, assessment planning, master scheduling, and direct and explicit reading instruction will be described Presenter: Todd A. Glover, PhD & Cynthia Mackowicz, M.Ed., Rutgers University Jessica Hammond, Ed.D., New Jersey Department of Education System Level: State (University Partner)	Balcony Lounge

15 +15
SPDG Caffeine from the Field
Served with Half and Half
Session 2
4:30 – 5:00

15 +15 − Session 2	*Location*
Using Outcome Harvesting Summative Evaluation Techniques Outcome Harvesting is a method that enables evaluators, grant makers, and managers to identify, formulate, verify, and make sense of outcomes. Unlike some evaluation methods, Outcome Harvesting does not measure progress towards predetermined outcomes or objectives, but rather collects evidence of what has been achieved, and works backward to determine whether and how the project or intervention contributed to the change. Outcome Harvesting can be a useful monitoring and evaluation tool for the right situations including when outcomes, rather than activities, are the critical focus. For this reason, SPDG staff interested in measuring both intended and unintended outcomes would benefit from adding this tool to their toolbox before they complete their final project year. **Presenter**: Jason Torres Altman, Evaluator, TerraLuna Collaborative **System Level**: State	Academy Hall
Individualized Learning Plan High-quality selection practices include designing an Individualized Learning Plan that is based in part, on information gained from the selection process but is also based on the existing knowledge, skills, abilities, and experiences of selected staff. The tool that will be shared is an Individualized Learning Plan. Its components would remain consistent; however, its contents would be individualized based on the needs of staff who will be supported by the plan. **Presenter**: Kim St. Martin, Ph.D., MIBLSI Assistant Director **System Level**: State	Vista Room A
The Latest and Greatest: FREE Resources from the National Center on Intensive Intervention This session will introduce you to 15 essential resources available from the National Center on Intensive Intervention. For each resource we will highlight the who, what, why, and how related to its use. **Presenter**: Teri A. Marx, Ph.D., American Institutes for Research **System Level**: State, Regional, District, Building	Vista Room B

15 +15 – Session 2	Location
Using the RACI model to enhance follow through The follow through on responsibilities for district team members has been inconsistent. To address this issue we are adapting the Responsible, Accountable, Consulted and Informed (RACI template) to engender public acknowledgement of, and commitment to fulfill roles and responsibilities. **Presenter**: Peg Sullivan, Director, FL SPDG **System Level**: District	Angle A
MTSS PBIS Advanced Tier External Evaluation This session will focus on fidelity instruments created to externally evaluate MTSS PBIS Tier 2 and Tier 3 implementation. These instruments are based on the PBIS Tiered Fidelity Inventory instrument. The purpose of the instruments is to inform schools, project leadership, and evaluators on the fidelity of PBIS implementation of the advanced Tiers. The results are also used to determine Model Site status. Once identified, Model Sites host other schools from across the state to share systems and products. **Presenter**: Selina Merrell, M.S. Ed, Program Director **System Level**: Building/District	Angle Room B
So You Finished Your Professional Learning Series. Now What? In this session, we will review the AZSPDG Creating a Sustainability Plan tool which is used as school sites progress through the professional learning series and plan for sustainability. The tool supports building leadership teams in processing how they will continue their implementation of systems change to include ongoing professional learning for staff and parents, continued coaching supports, data collection efforts, action planning and communication protocols for teams. **Presenter**: Tracey Sridharan, Director AZ SPDG Stacy Riccio, Project Coordinator AZ SPDG **System Level**: Building	Angle Room C
Participant's Memo for Training Events The Participant's Memo provides basic training information, funding sources, expectations & preparations for participation, content coverage, and an indepth narrative about the consultant's creditials, including a photo. The tool is provided to participants several weeks prior to the training event. **Presenter**: Theresa Farmer, M.A., SPDG Director, Alabama **System Level**: State	Balcony Room D

15 +15 – Session 2	Location
Using EWS Data to Influence Change The goal of The Middle School Success: The Path to Graduation (PA-SPDG) is to decrease risk factors that are related to dropout of students with EBD. The grant focuses on evidence-based interventions that target academic, behavior and secondary transition supports. The purpose of this session is to share tools utilized to examine middle school Early Warning System data. These data inform an LEAâ€™s action plan that impacts student-level and systems-level change **Presenter**: Tracy Ficca, MEd, Educational Consultant, Pennsylvania Jacki Lyster, MEd, Educational Consultant, Pennsylvania **System Level**: State, District, Building	Balcony Room E

Creating Time for Data-Driven Direct Instruction in Balanced Literacy Schools
 	
Many schools utilize a balanced literacy approach with limited integration of data-driven, direct instruction. This presentation will focus on the use of tools to bridge the gap for these schools through concrete assessment planning and master scheduling that enables them to prioritize more explicit instruction to address students' skill needs.
 	
Presenter: Tatianna McBride, Ed.S., New Jersey Department of Education
 	
          Jessica Hammond, Ed.D., New Jersey Department of Education
 	
          Todd A. Glover, Ph.D., Rutgers University
 	
System Level: State, District, Building
	Balcony Lounge

Forum Sharing
Session 1
9:00 – 9:40

Forum Sharing - Session 1	Location
Building Capacity for Evidence-Based PD Ensuring that districts and regions create effective and sustainable professional development systems is a key component for scaling MTSS across Colorado. To this end, we have created a series of activities for MTSS leadership teams at the district- and regional-levels to align systems and initiatives, prioritize improvement areas, plan, and implement PD systems. During this forum presentation, I will present (a) the tools and guidance used to develop local capacity for systems alignment and evidence-based professional development, and (b) the performance evaluation system we have implemented to support continuous improvement of these efforts. In addition to sharing two years of performance evaluation data, the discussion will focus on gathering input from the audience on current implementation challenges and barriers. **Presenter**: Andrew Schaper, PhD, MTSS Evaluation & Research Coordinator, Colorado **System Level**: Regional, District	Academy Hall
Using Media to Present Data Short film about Nevada's Assessment Plan Teach Project **Presenter**: Julie Bowers Assisant Director Office of Inclusive Education - Nevada Department of Education **System Level**: State, Regional, District, and Building	Vista Room A
Technology Tools for MTSS Alignment The presentation will focus on two uses of technology to support and align MTSS practices. A newly developed online platform for Tier III student support and data collection will be shared. Additionanline professional learning modules will be featured to demonstrate one method of reaching all audiences. **Presenter**: Rondalyn Pinckney, Ed.S., Research & Evaluation Specialist, Georgia Andrea Catalano, Ed.S., Professional Learning Specialist, Georgia **System Level**: State	Vista Room B

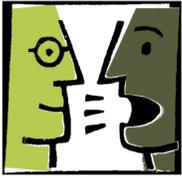| Forum Sharing - Session 1	Location
Effective Communication & Engagement for a Collaborative MTSS Process This presentation will outline effective communication practices and engagement strategies utilized to build a collaborative MTSS process. Examples of various strategies will be shared including video segments used for messaging to students, teachers, leaders, families, and community members. **Presenter**: Carole Carr, BA, Communications, Visibility, & Family and Community Engagement Specialist Karen Suddeth, Ed.S. SPDG Project Director and MTSS Program Manager, Georgia **System Level**: State	Angle Room A
Professional Learning: Walking the Walk An ever-expanding research base on learning and the brain provides the model for structuring professional learning, growth, and development based on principles of andragogy. We will explore the 3 T's of professional learning to ensure that we are teaching for learning. **Presenter**: Kate Martin, MEd, Senior Director of Special Education, Tennessee **System Level**: State	Angle Room B
Preparing, Retaining, Aligning SPDG Staff Technical assistance and other SPDG related supports require staff competencies to be high-quality and aligned to project outcomes. This session will outline steps for how to prepare new and existing staff (post selection) to successfully demonstrate job responsibilities. Resources like a post-selection Staff Orientation and Individualized Learning Plan along with other tools for preparing and retaining staff will be provided to participants. **Presenter**: Kim St. Martin, Ph.D. MIBLSI Assistant Director **System Level**: State	Angle Room C
IRIS Resources on High-Quality IEPs The Endrew F. Supreme Court case clarified the substantive standard for determining whether a student's IEP is sufficient to enable him to make progress in light of his circumstances. But what exactly are high-quality IEPs and how can States and districts ensure that their educators are adequately prepared to develop them? In this session, we'll look at IRIS's two new interactive learning modules and discuss how these can be used in professional learning to improve the quality of IEPs. **Presenter**: Tanya Collins, Technical Assistance Coordinator, IRIS Center **System Level**: State, District, Building	Balcony Room D

Forum Sharing - Session 1	Location
Making Sense of the Evidence in Evidence-Based This session will introduce the Taxonomy of Intervention Intensity (Fuchs, Fuchs, & Malone, 2017), a system for describing evidence-based intervention in terms of seven dimensions along which intensity can vary. The Taxonomy has utility when selecting or reviewing an intervention and when further intensifying an intervention to support students with intensive needs. Examples of the Taxonomy's use within SPDG projects will be shared. Presenter: Teri A. Marx, Ph.D., American Institutes for Research Casey Dupart, Utah State Board of Education **System Level**: State, Regional, District, Building	Balcony Room E

Forum Sharing - Session 2	*Location*
Behavioral Supports and Coaching for MTSS Implementation We will discuss the layers of support involved in implementation of behavioral supports within an MTSS framework. **Presenter**: Kristen Perez-Rickels, MEd, SPDG Behavior Specialist, Oklahoma Mary Ann Shepherd, Ph.D BCBA-D, Behavior Consultant, Oklahoma **System Level**: State, District	Academy Hall
Educator Shortages in Special Education Toolkit This session will highlight the GTL Center and CEEDAR Center's Educator Shortages in Special Education Toolkit that is designed to lead state teams through a collaborative process that examines shortages across the career continuum and helps to establish a comprehensive approach including both short- and long-term strategies - for addressing shortages. This toolkit provides tools and implementation resources to guide data-informed decision-making, collaborative planning, and continuous improvement. **Presenter**: Mary Brownell, Director, CEEDAR, University of Florida Amy Colpo, TA Specialists, CEEDAR, AIR **System Level**: State, District	Vista Room A
Title IIA – Supporting All Educators Through Professional Learning Every educator deserves access to high quality professional learning to be able to serve the needs of all children. The Every Student Succeeds Act includes a definition of professional development that is consistent with the Learning Forward Standards for Professional Learning. Join us in this session to learn about critical professional development supported by Title IIA, the Supporting Effective Instruction Grants, and the impact that it is making for educators and students. **Presenter**: Melinda George, Learning Forward Elizabeth Foster, Vice President, Research and Standards, Learning Forward **System Level**: State, District	Vista Room B

Forum Sharing - Session 2	Location
Breaking the Mold of Tradition Shifting the focus of the statewide system of professional development (PD) to be on coaching has required breaking the mold of tradition. This transformation has pushed PD providers outside of their comfort zones; but yet increased statewide collaboration and shared learning. This presentation will describe Missouri's journey to transform the statewide systems of support and our next steps because this new model is yet fragile. **Presenter**: Ronda Jenson, Consultant, Missouri SPDG Ginger Henry, Coordinator of Services, Missouri SPDG **System Level**: State	Angle A
Teacher Recruitment and Retention: Indiana Strategies The recruitment and retention of special education teachers, particularly in high need districts, has been a long standing concern of educators and policymakers.This presentation will focus on varied strategies being developed and implemented in Indiana to recruit and retain special education teachers. The presentation will provide concrete examples with handouts for participants. **Presenter**: Sandi Cole, Ed.D., Director, Center on Education and LIfelong Learning, Indiana University; Indiana SPDG Project Co-Director Kristen Sievers, Senior Special Education Specialist, Indiana Department of Education **System Level**: State	Angle B

Use of tools to promote alignment and measure impact in Iowa
 	
Iowa's SPDG has four strands that develop/identify content, resources and professional learning opportunities that promote the use of SDI practices. We will discuss the ways in which grant-developed tools have facilitated alignment across the strands. We will also discuss the ways in which these tools have helped Iowa to monitor and evaluate SDI.
 	
Presenter: Shelly Menendez, PhD, Evaluator, Iowa
 	
            Eric Gebhart, Education Program Consultant, Iowa
            Consultant, Iowa
 	
System Level: State
	Angle C

Forum Sharing - Session 2	Location

Working Smarter: Aligning the Work of SPDGs and SSIPs
 	
State leaders from Arkansas, Colorado and Virginia have piloted the used of NCSI's SSIP Infrastructure Development Rubric and Planning Tool. This tool supports state leaders and their stakeholders to reflect on the implementation drivers to create a focus for improvement planning through the alignment and integration of multiple improvement efforts in the state (including the work of SPDGs), to positively advance infrastructure refinements in order to work smarter and increase the sustainability of the SSIP to ensure strong outcomes for students with disabilities.
 	
Presenter: Sophia Farmer, MT, Director VTSS RIC, Virginia
 	
                Jeff Adams, Ed.D., CCC-SLP, State Systemic Improvement Plan Coordinator Arkansas Department of Education Division of Elementary and Secondary Education-Special Education Unit
 	
                Tiah Frazier, Director State Personnel Development Grant Arkansas Department of Education Division of Elementary and Secondary Education
 	
System Level: State
	Balcony D

System considerations for successful implementation of tier 3 supports Intensive supports for students involves more than effective practices. These supports require systems that ensure the student has access to effective interventions, evaluation to ensure progress and supports for the implementers to ensure that the interventions are implemented with fidelity. This session will highlight critical systems features needed for effective tier 3 supports. **Presenter**: Steve Goodman, Ph.D. Teri Marx, Ph.D., American Institutes for Research **System Level**: State, District	Balcony E