

SAMPLE

Reaching Potentials through Recommended Practices (RP²)

Program Annual Report 2014-2015

May 2015

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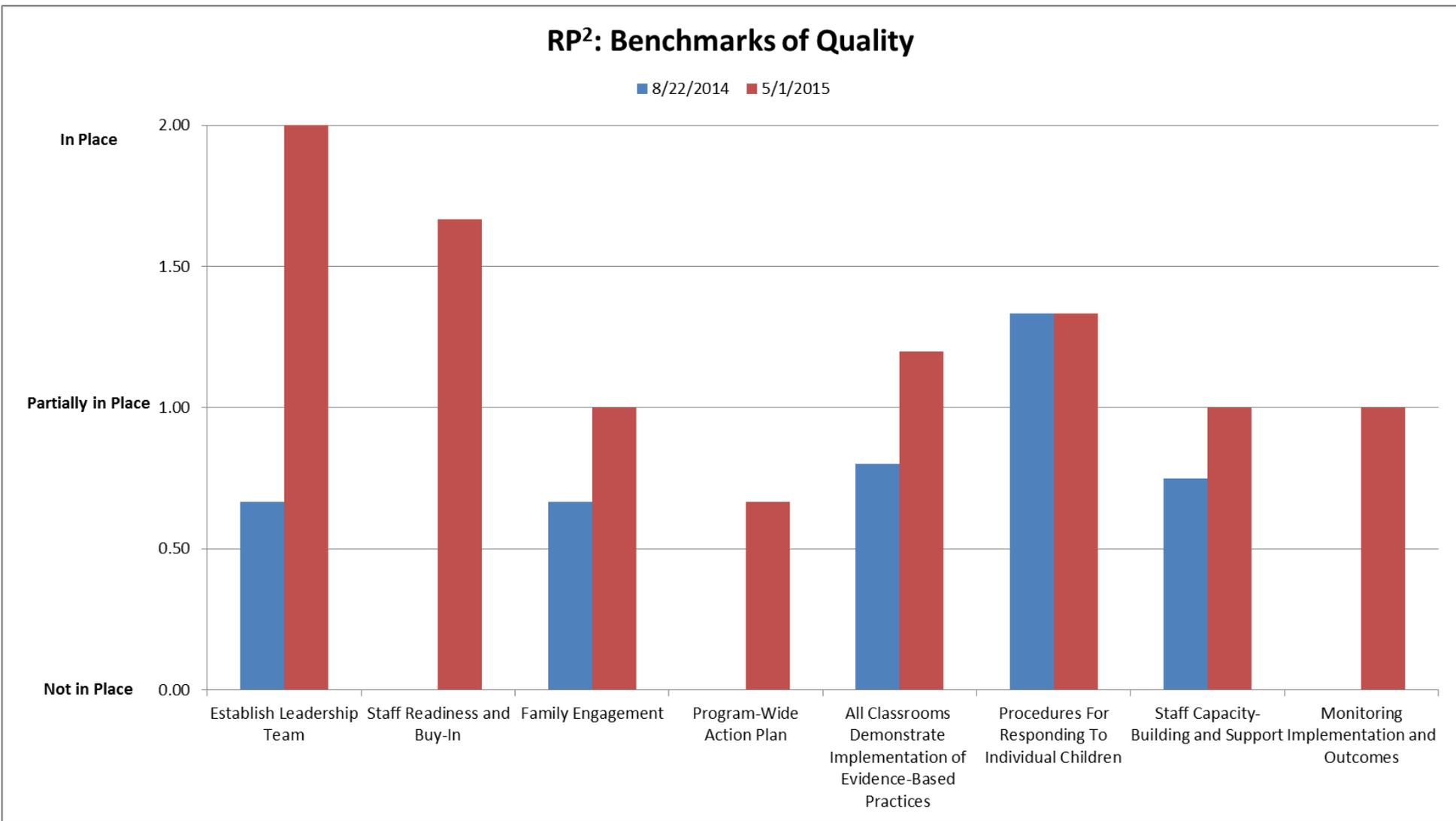
Data Decision-Making for Program-Wide Implementation in Centers

The evaluation plan for the program-wide implementation of the RP includes measures on multiple levels for the purpose of monitoring implementation and intervention fidelity, identifying areas of need, understanding outcomes, and making data decisions. Thus, data collection will be conducted at multiple levels and be used for specific purposes. In the table below, we have identified the purpose of the recommended measure, the measure to be used, data that will be gathered, the schedule for data collection and the use of those data.

Purpose	Measures	Data	Who Collects	Schedule	Use by Program
Implementation Fidelity: Program	RP²: Benchmarks of Quality for Classroom-Based Programs	Implementation of the critical elements of program wide implementation components	Leadership team	Pre-Implementation and Annually. Consensus score provided by Leadership Team.	<ul style="list-style-type: none"> Growth in implementation fidelity (% of steps fully implemented; implementation score) Target areas for implementation; create leadership team implementation plan
	Internal coach contact log	Provides information on coaching visits, duration, and activities	Internal coach	Internal coaches enter data following each coaching contact into spread sheet. Summarized monthly.	<ul style="list-style-type: none"> Analysis of internal coaching supports provided to teachers including strategies used, duration, and frequency of coaching.
Intervention Fidelity: Teachers	Reaching Potentials with Recommended Practices	Observations of Practitioners Use of the Recommended practices	Internal coach	•Global assessment done semi-annually (Fall/Spring).	<ul style="list-style-type: none"> Initial, global assessment is used to understand areas of teacher strengths and needs, to create professional development plans & training

	Observation Scale – Classrooms (RP² OS-C)			<ul style="list-style-type: none"> Completed by internal coach and scored using excel score sheet. 	<p>and technical assistance activities.</p> <ul style="list-style-type: none"> Coaches practice checklists used to guide coaching activities. Growth in intervention fidelity by teachers and across teachers
Child	STARE: Scale for Teacher Assessment of Routine Engagement (McWilliam, 2000)	Target child engagement with peers, adults, and materials	Teacher	Teacher (in demonstration classrooms) completes on target child after completion of target activity at least 2x per week.	<ul style="list-style-type: none"> Provides information on children’s level of engagement. Growth in engagement for target children
		Target child engagement with peers, adults, and materials	Internal Coach	Internal coach observes target child within target activity monthly.	<ul style="list-style-type: none"> Provides information on children’s level of engagement. Growth in engagement for target children

Benchmarks of Quality

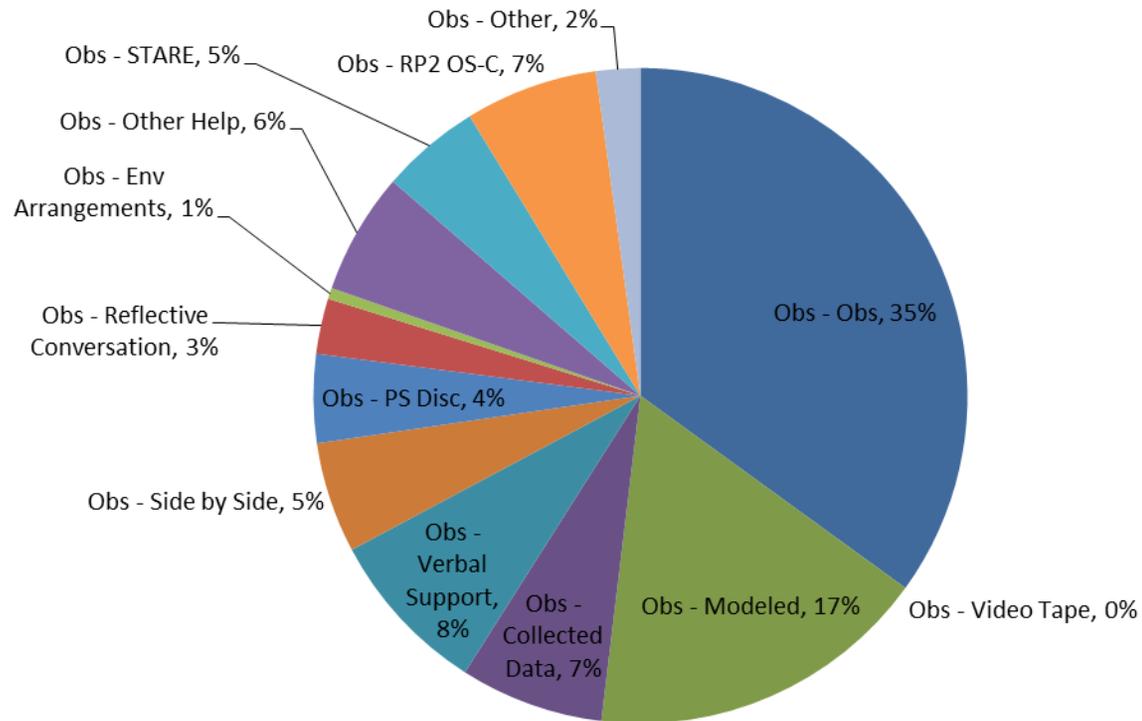


Internal Coaching Log - (1 Coach, 6 Teachers)

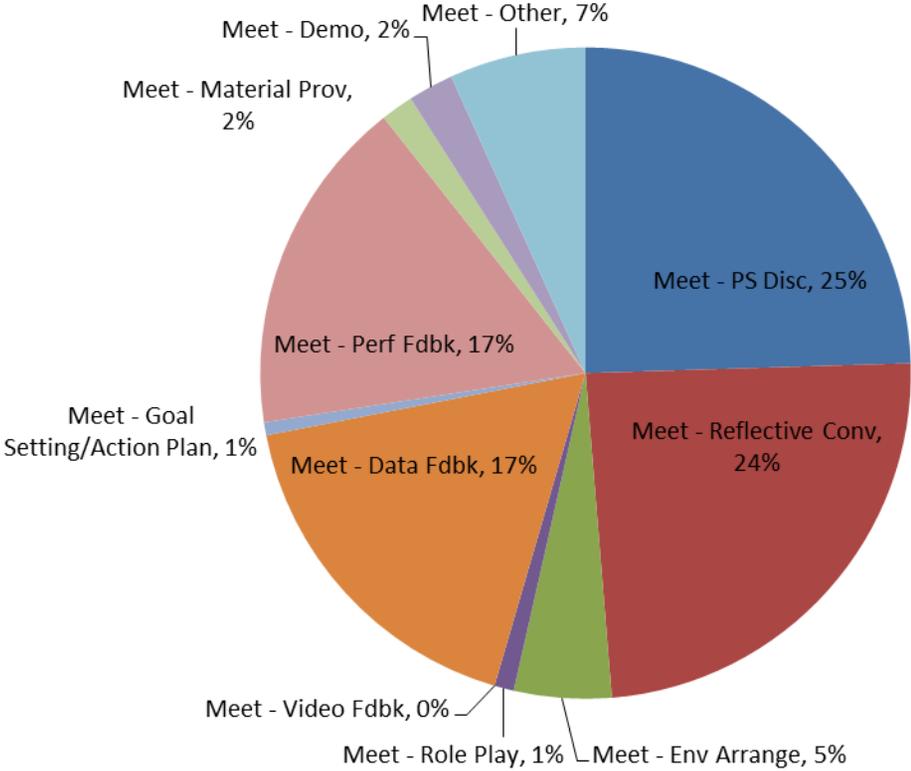
Program Summary - Across Teachers

Teacher ID	Total # of Coaching Sessions	Average Duration (in minutes)	Min Minutes	Max Minutes
J	28	54.1	20	120
R	31	59.0	14	150
Bh	33	67.3	30	150
T	30	58.2	15	150
A	16	59.7	30	110
Br	22	64.3	20	120
Bh	33	67.3	30	150
Across Classrooms	193	61.4	14	150

Observation Coaching Strategies Across Teachers

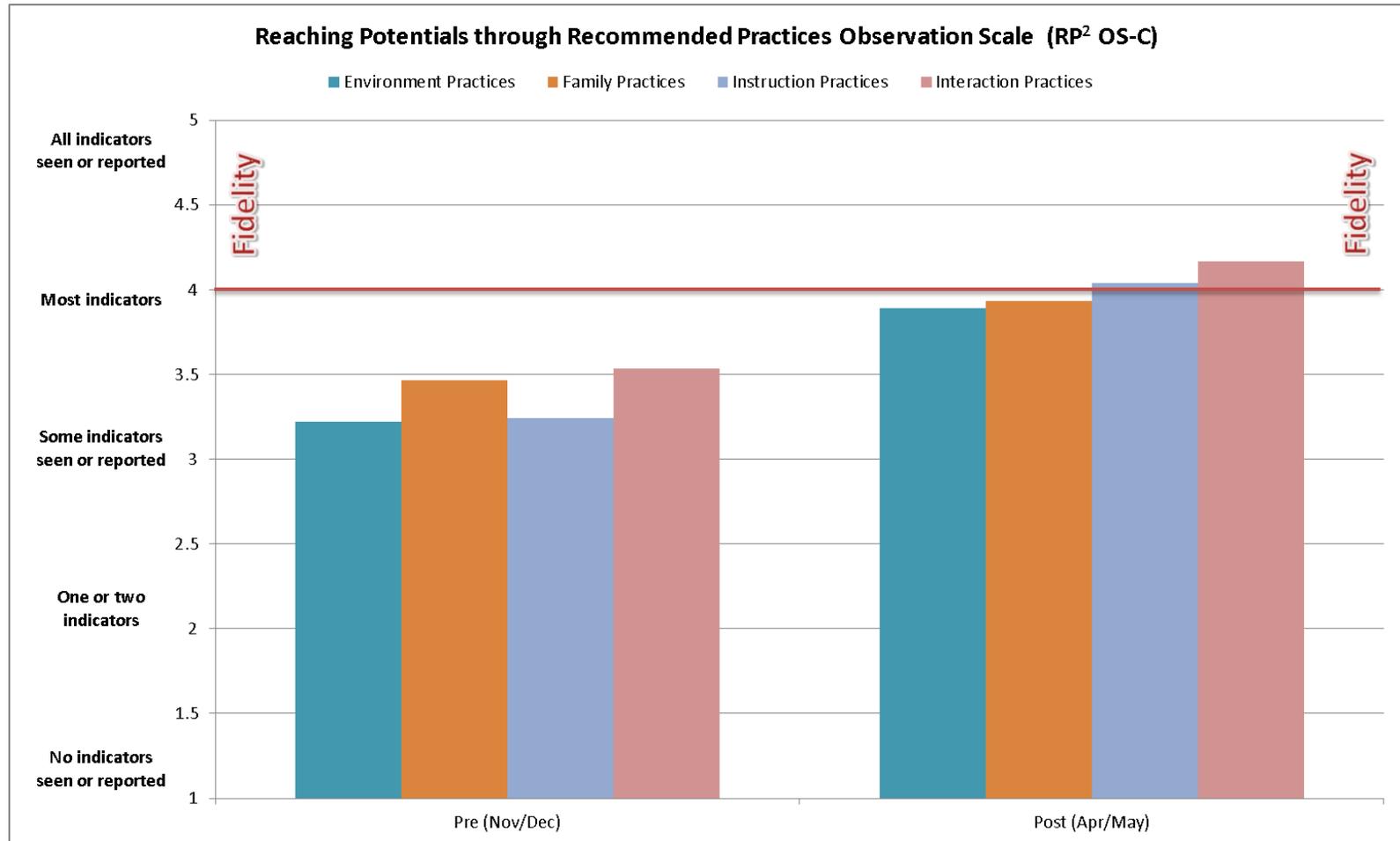


Meeting Coaching Strategies Across Teachers

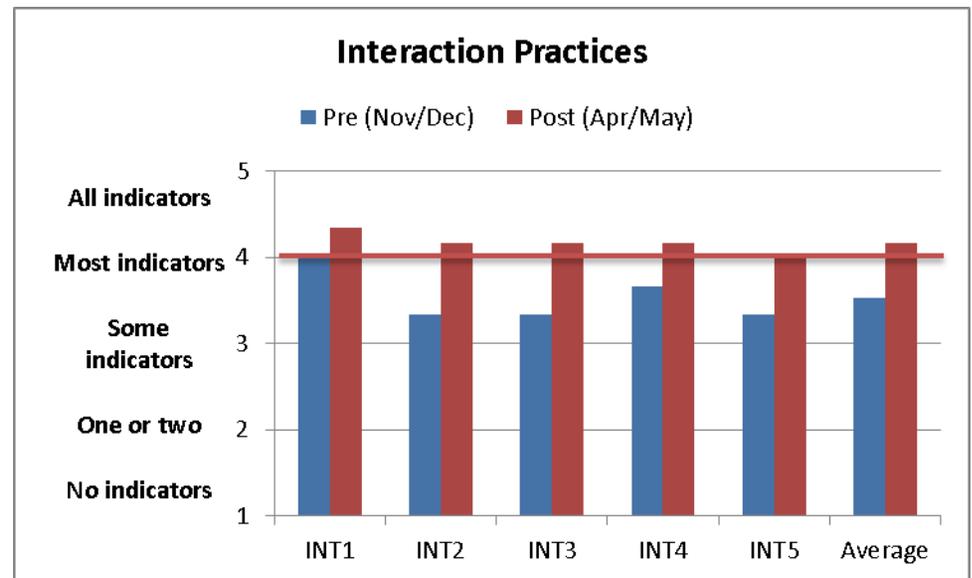
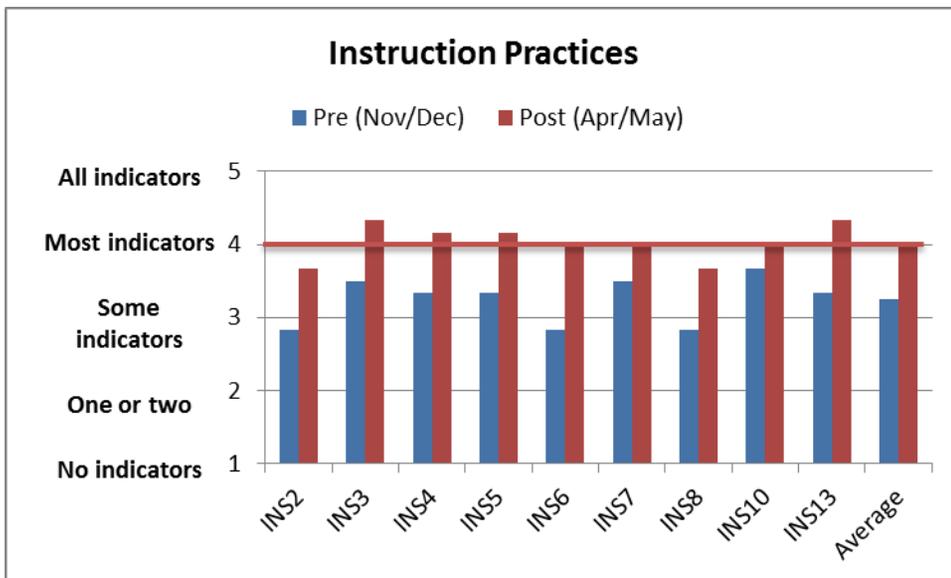
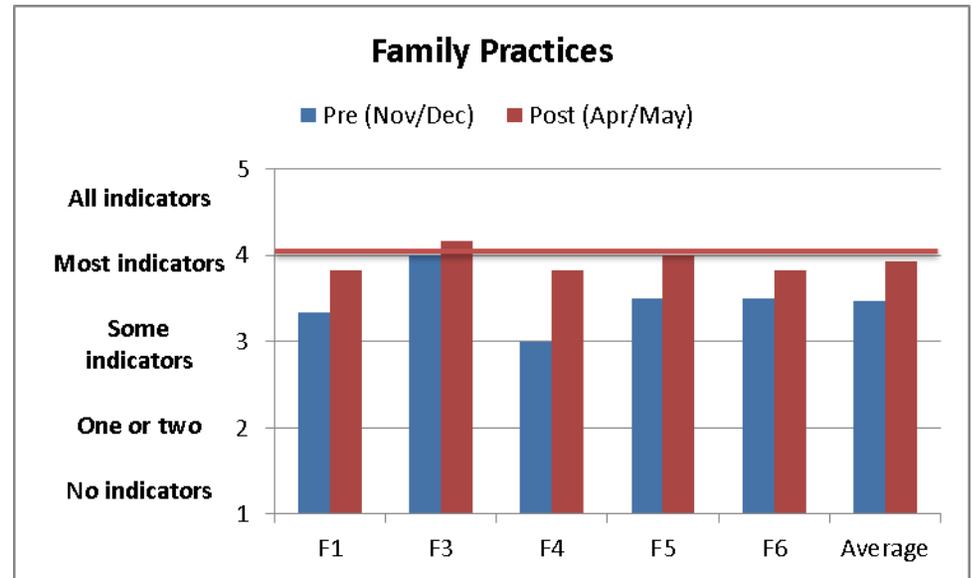
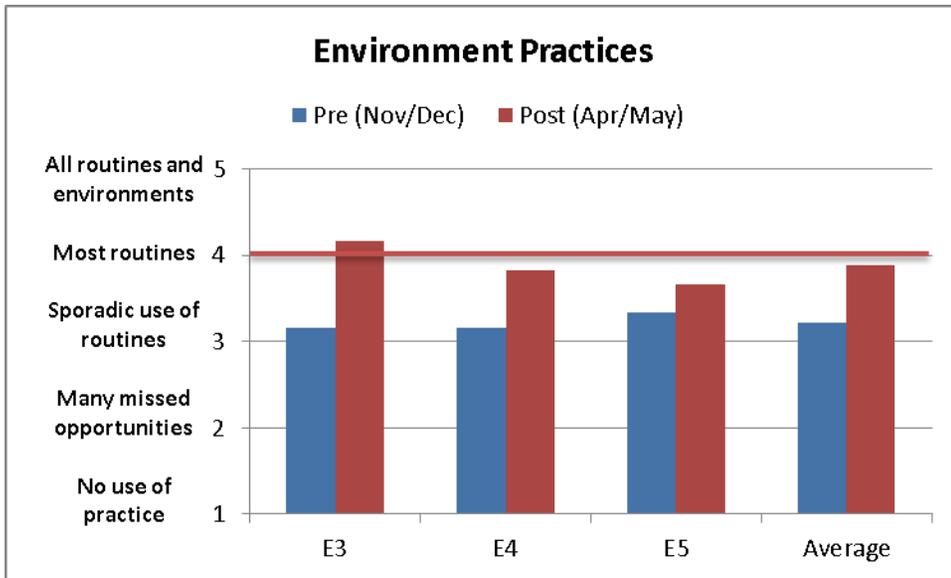


RP² OS-C

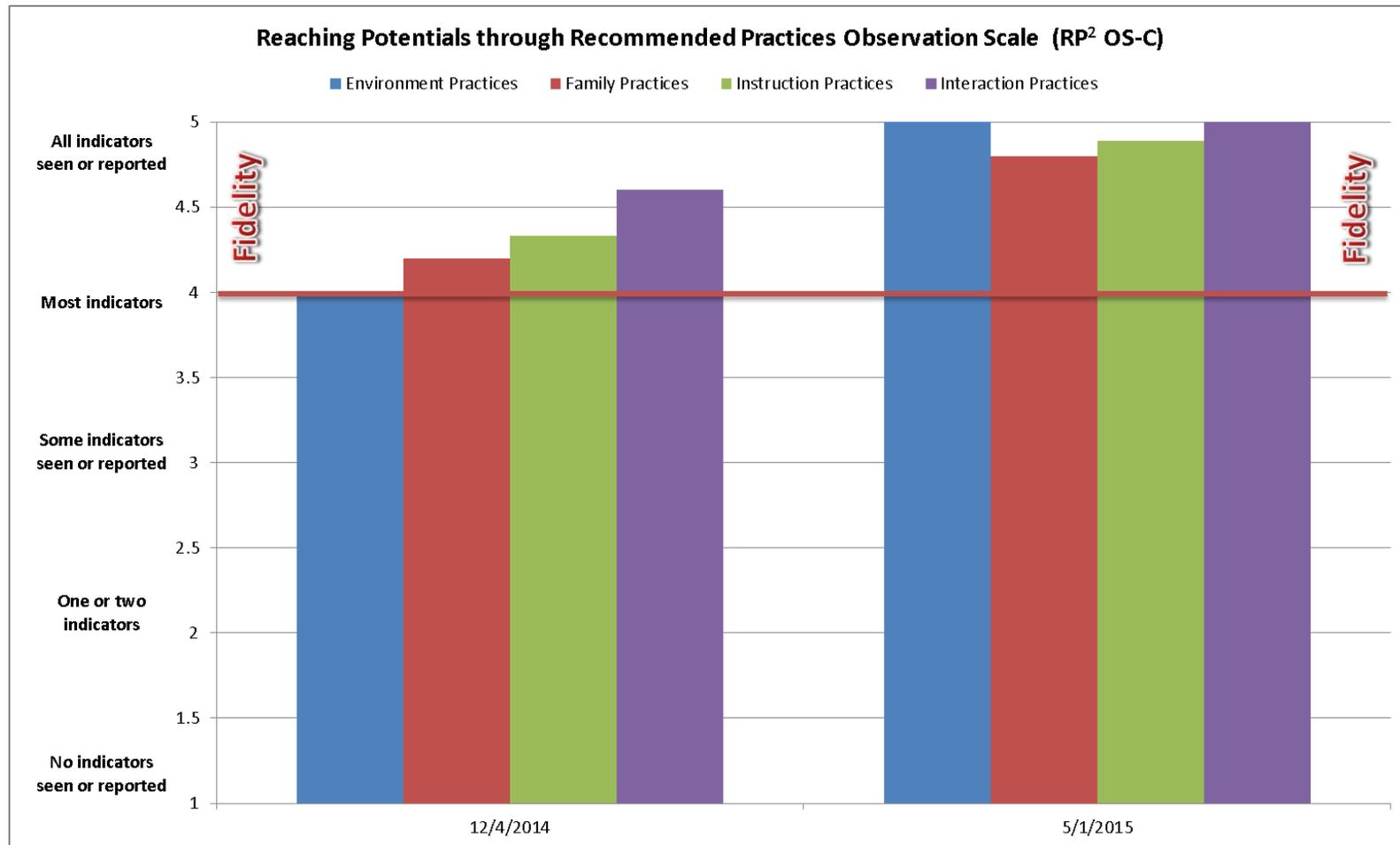
Program Summary – Across Teachers (6)



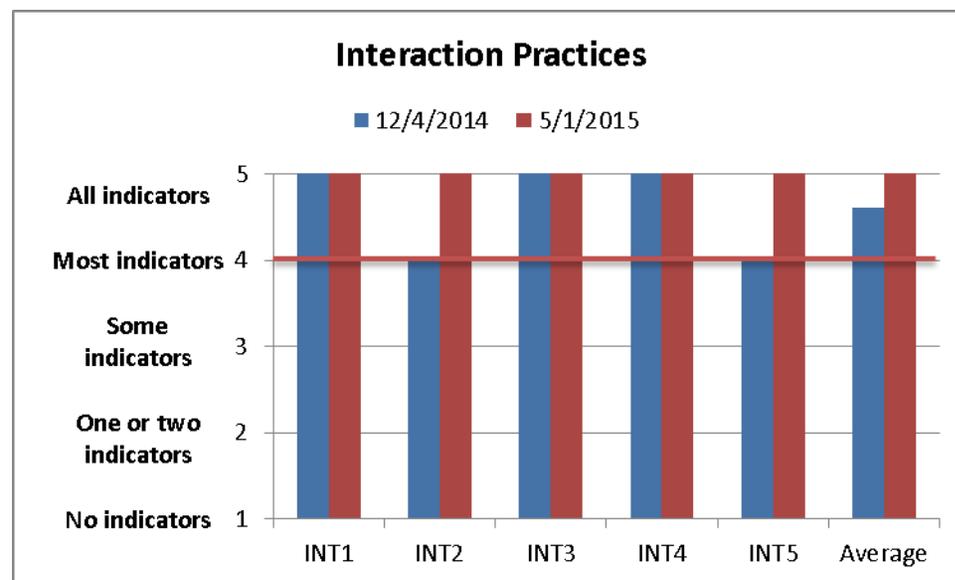
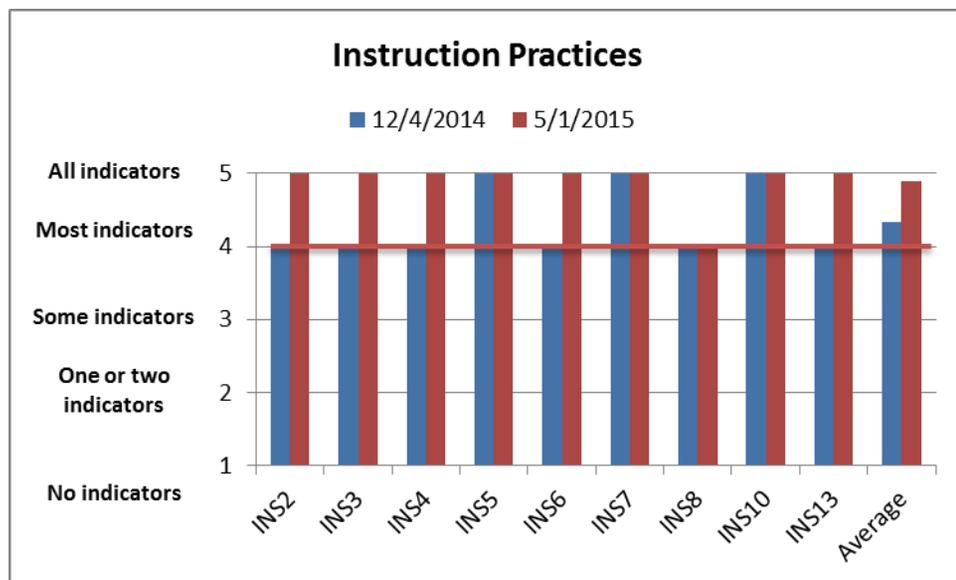
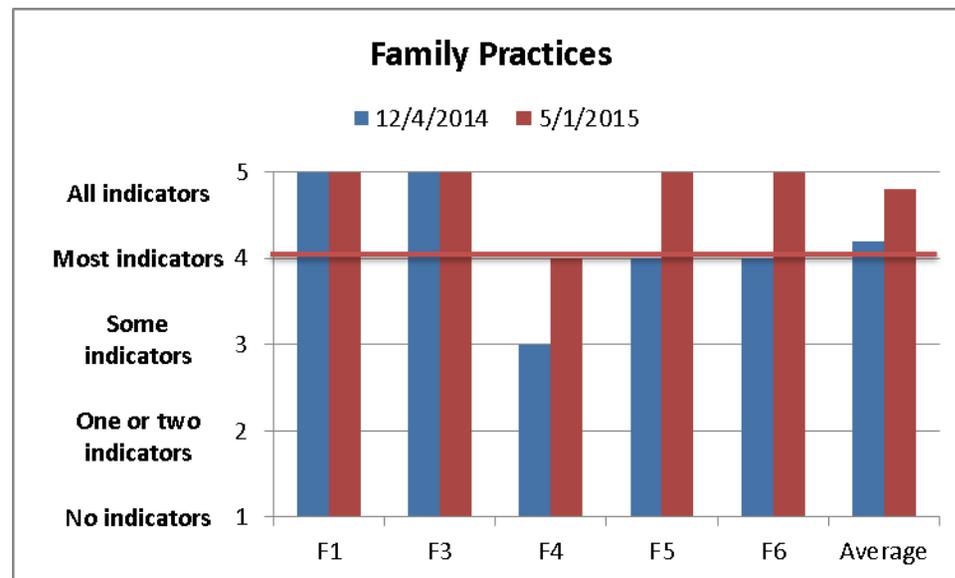
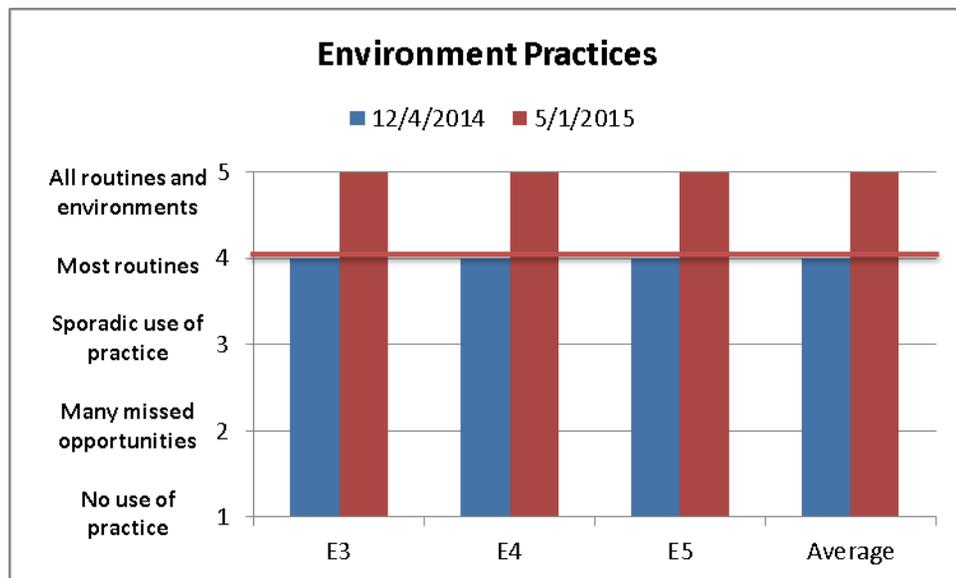
Program Summary – Across Teachers (6)



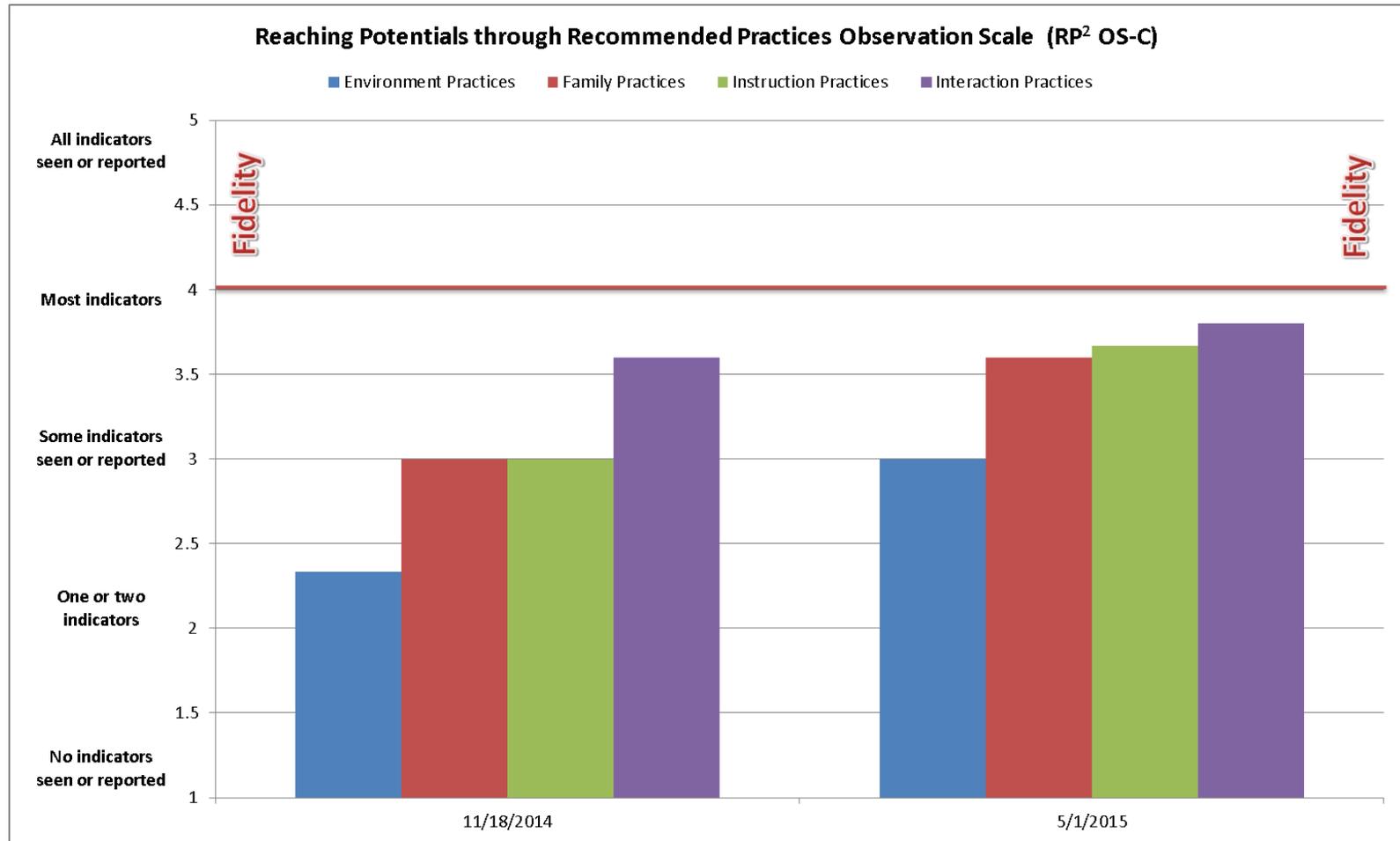
Teacher Summary - T1



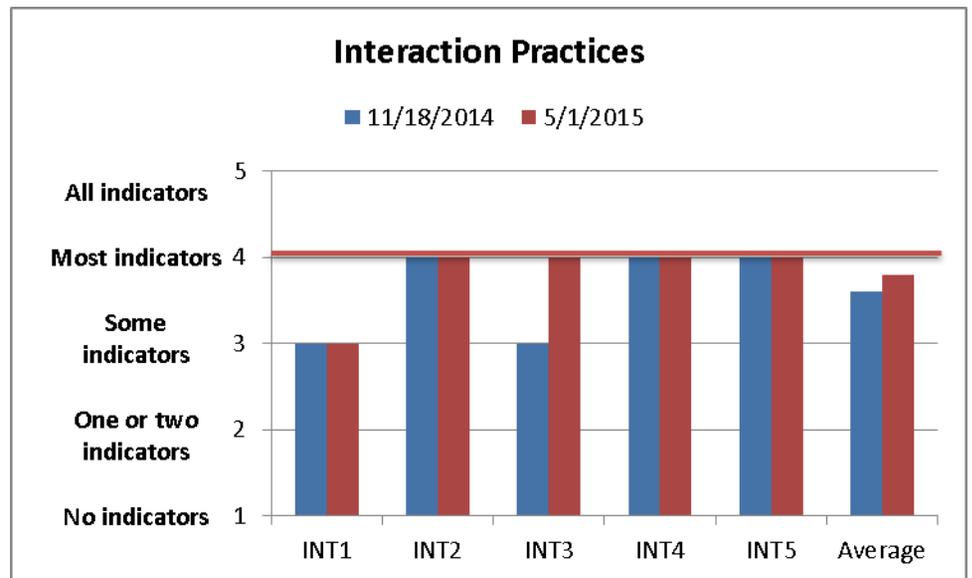
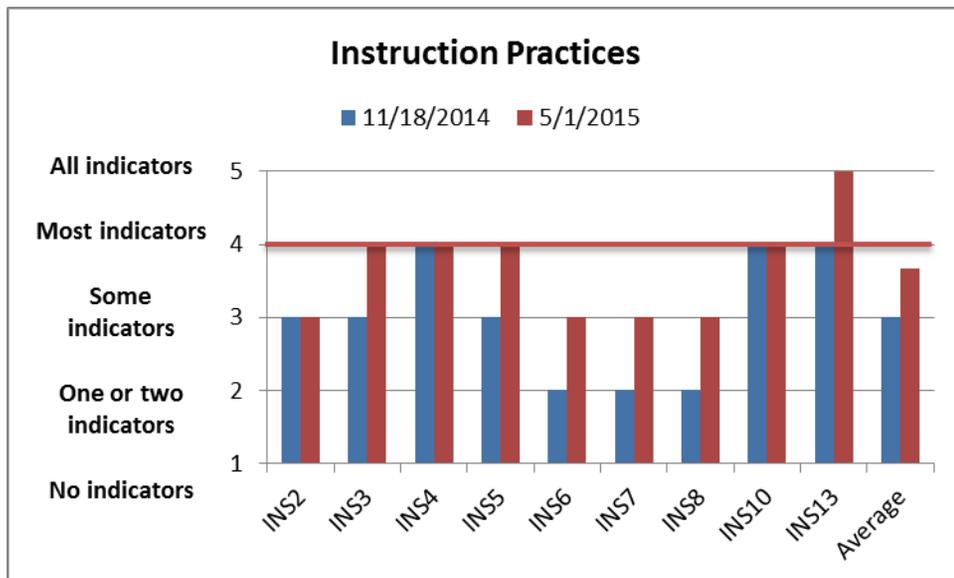
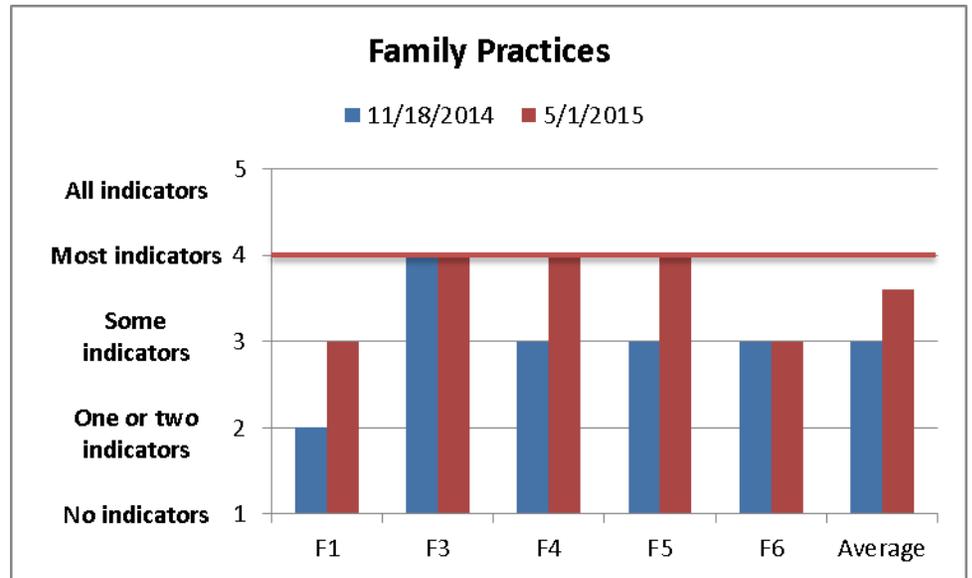
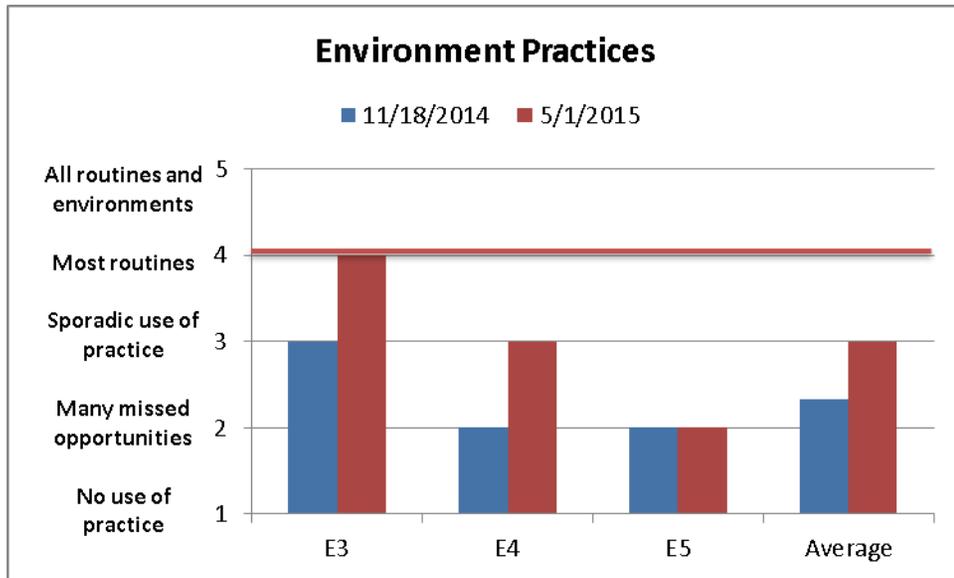
Teacher Summary – T1



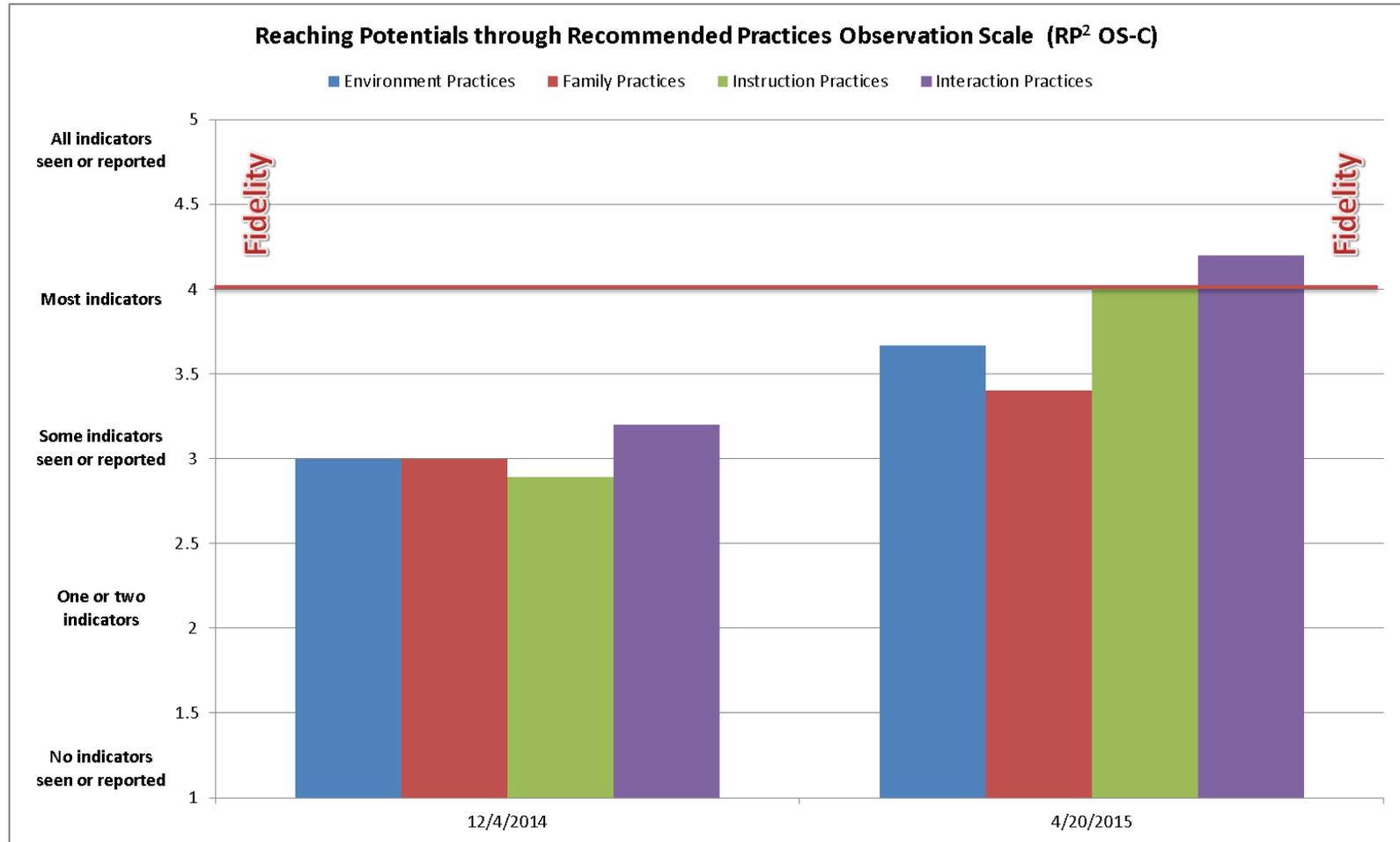
Teacher Summary – T2



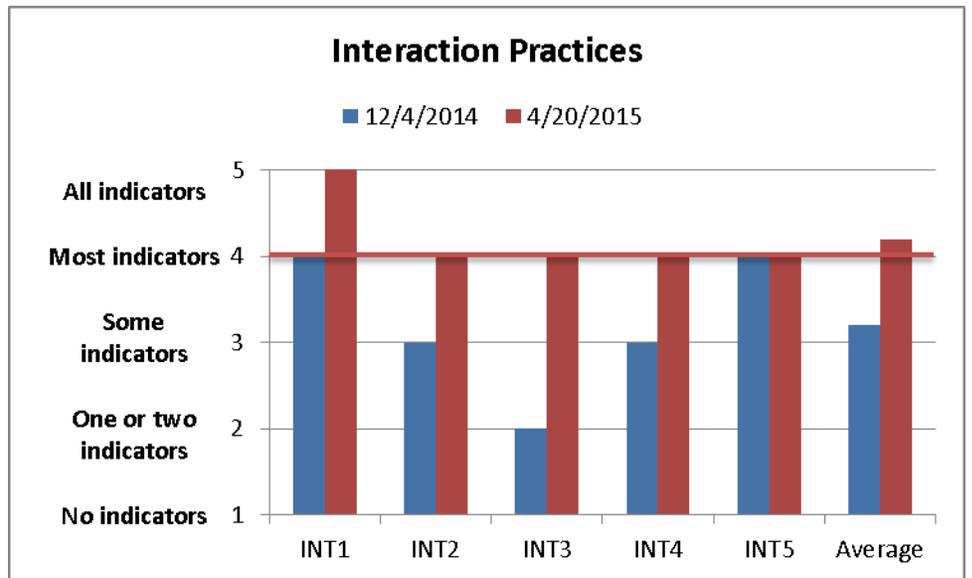
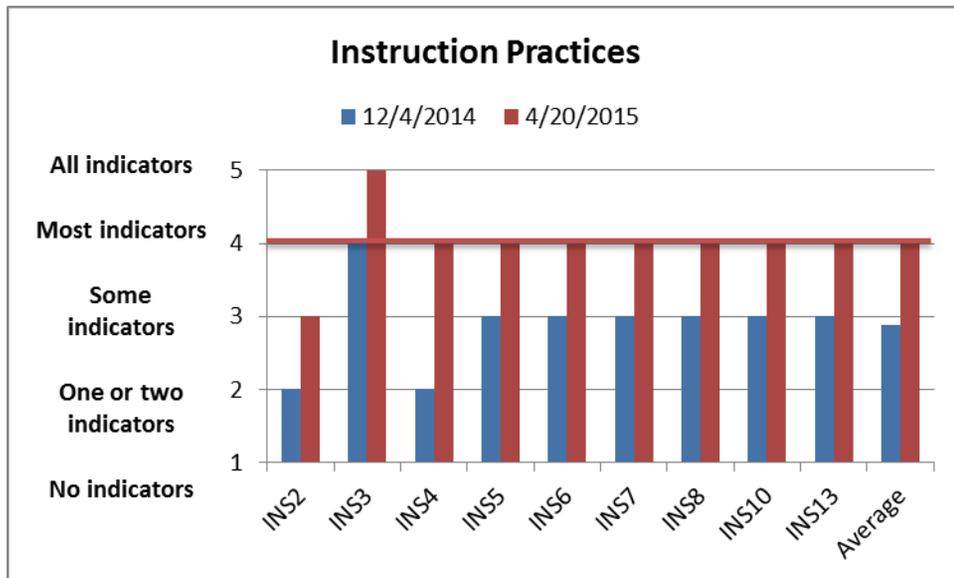
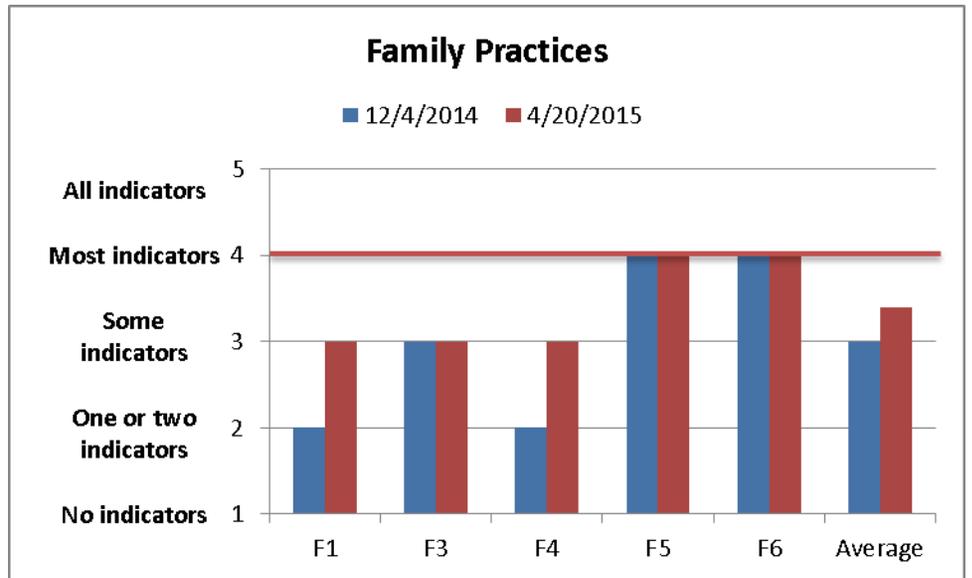
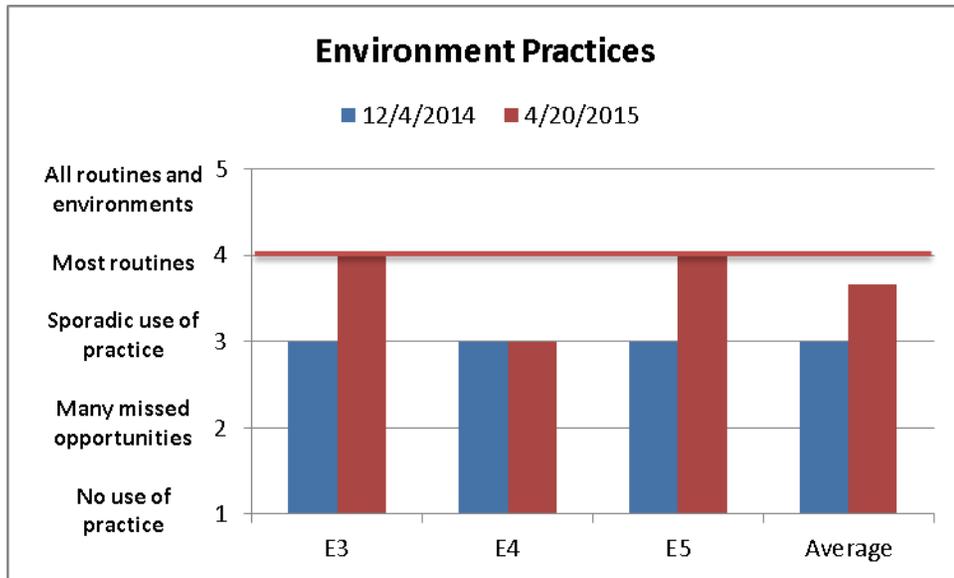
Teacher Summary – T2



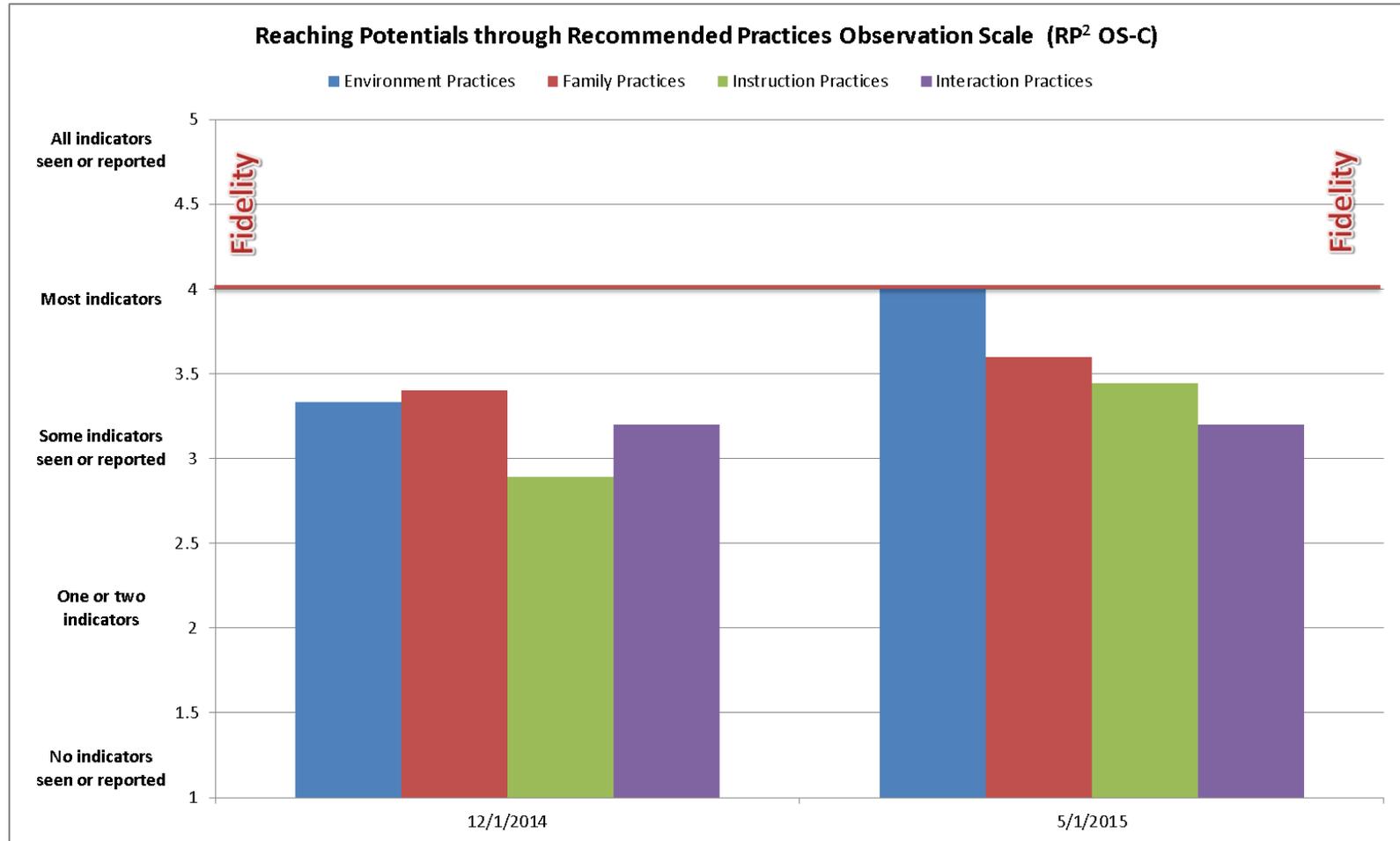
Teacher Summary – T3



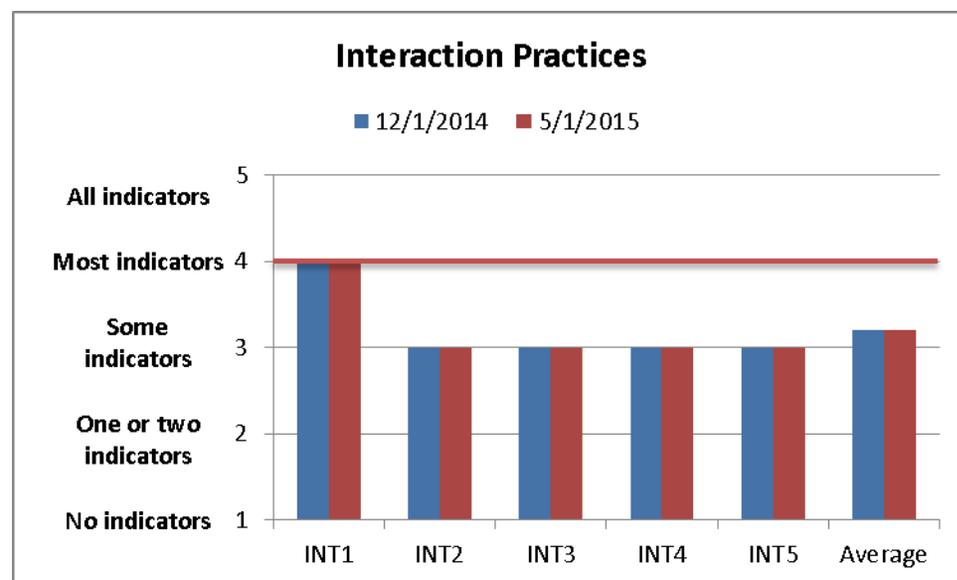
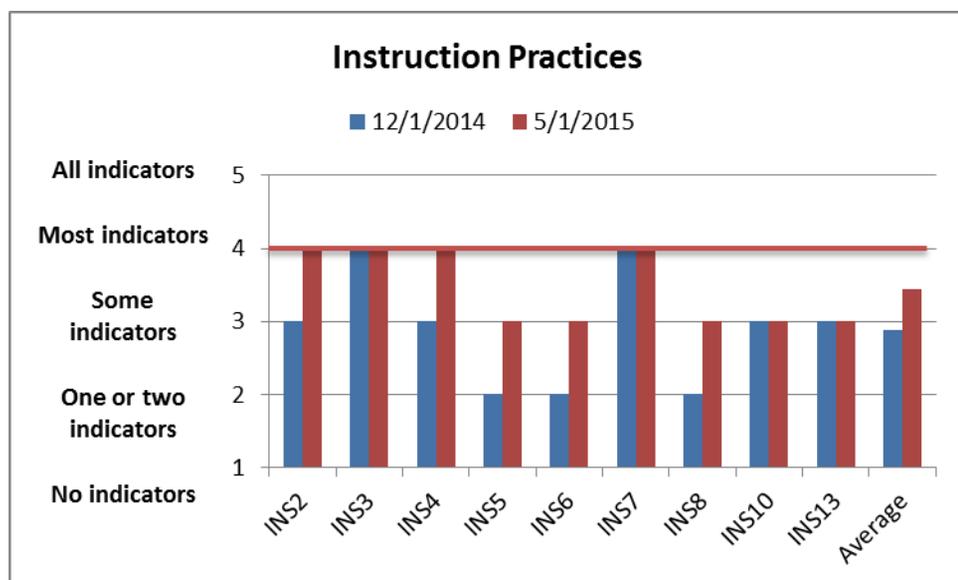
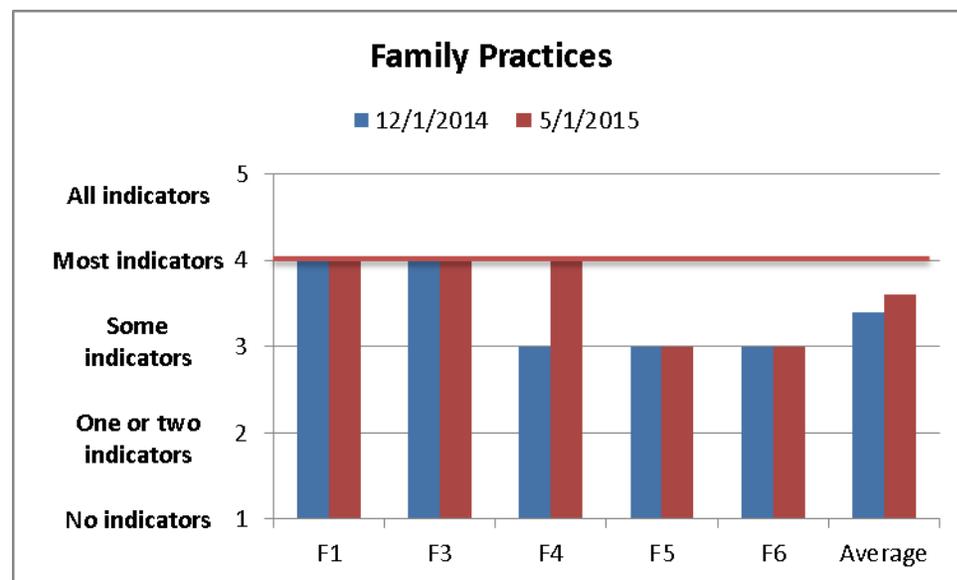
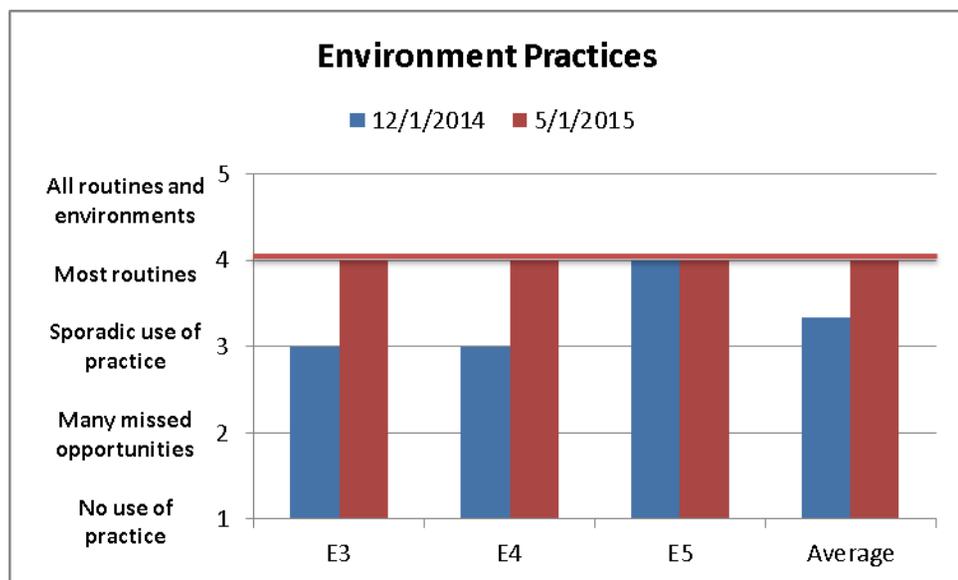
Teacher Summary – T3



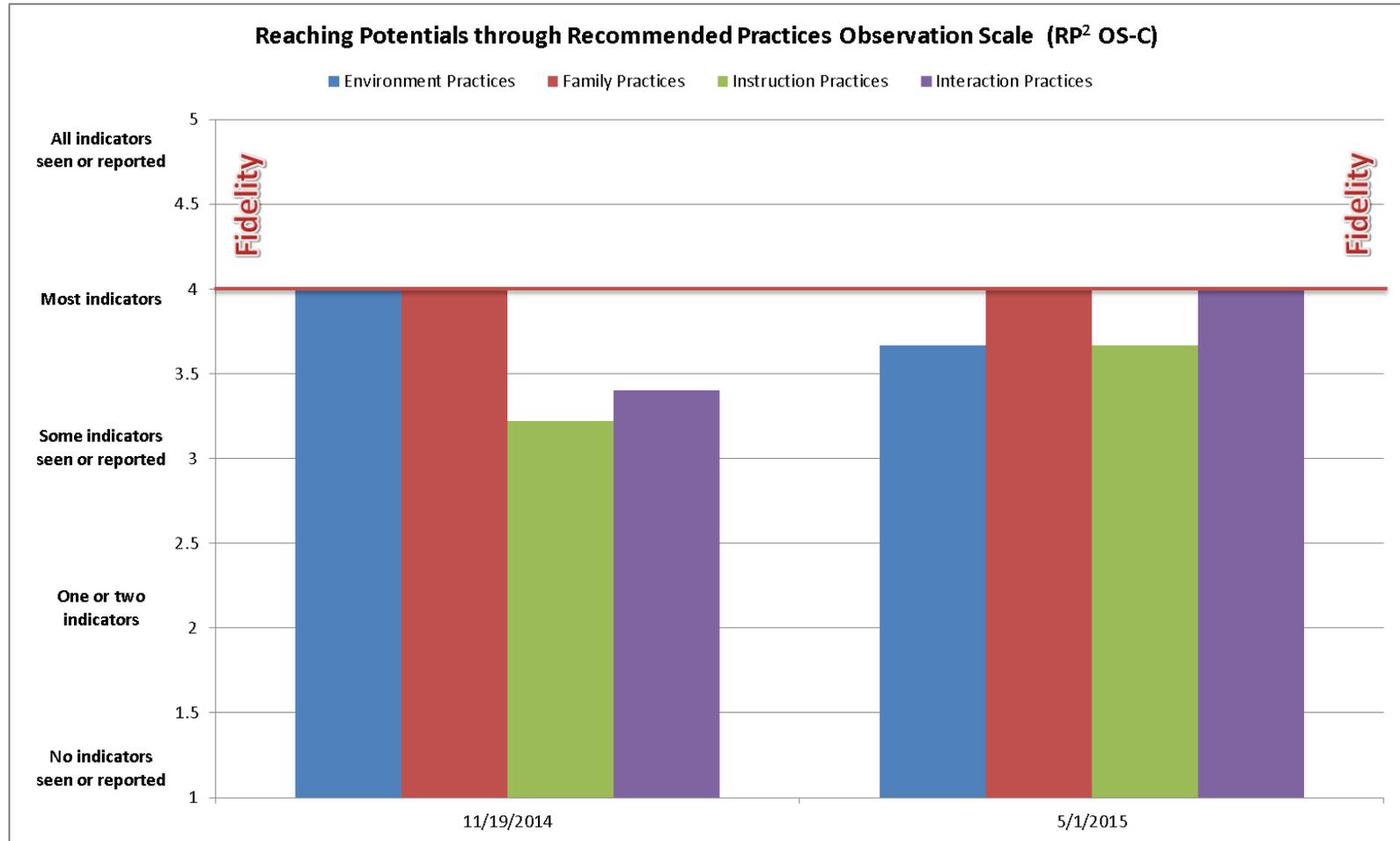
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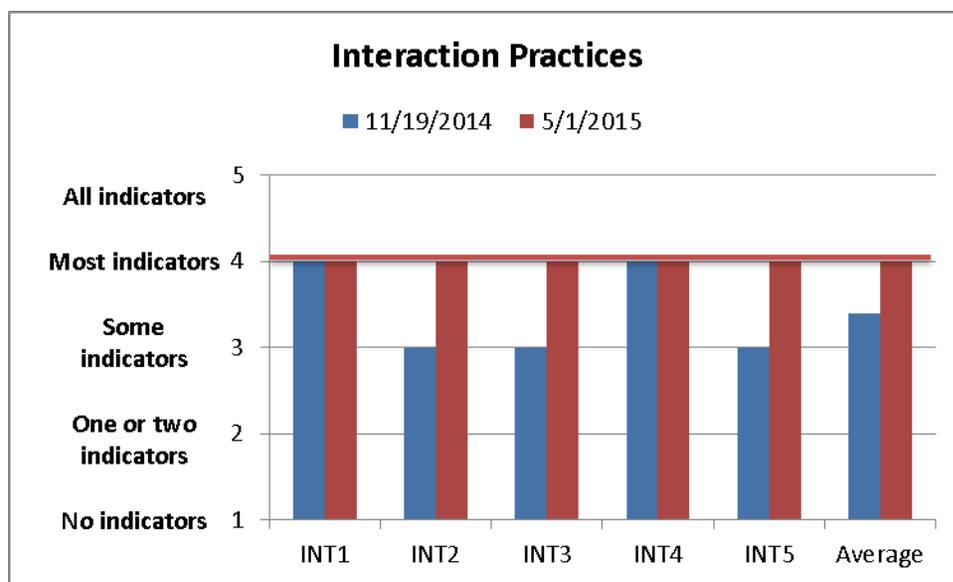
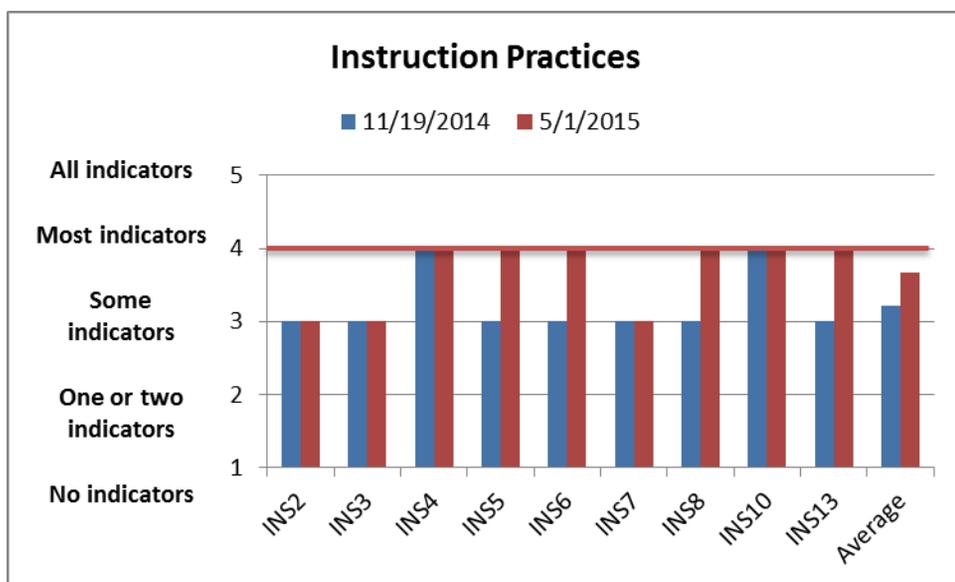
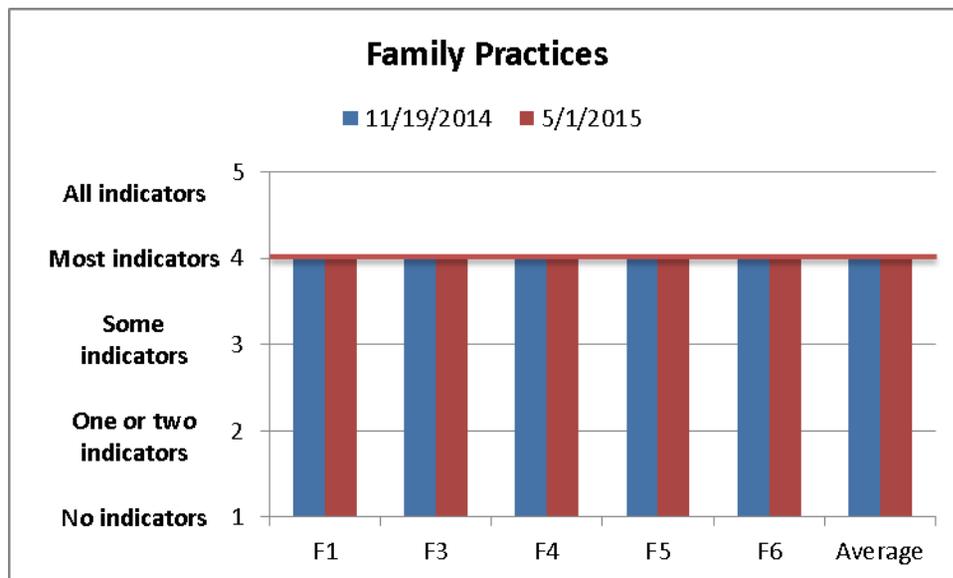
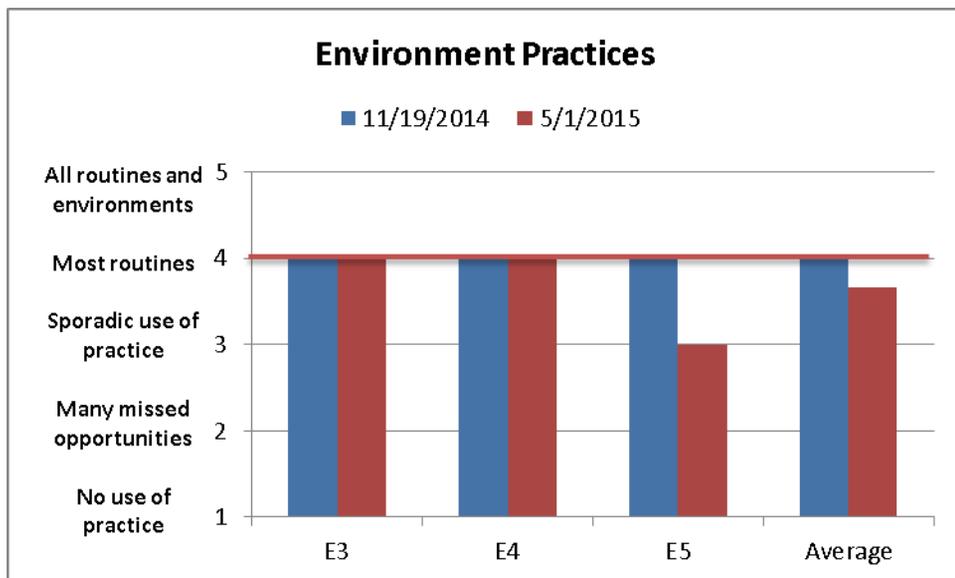
Teacher Summary – T4



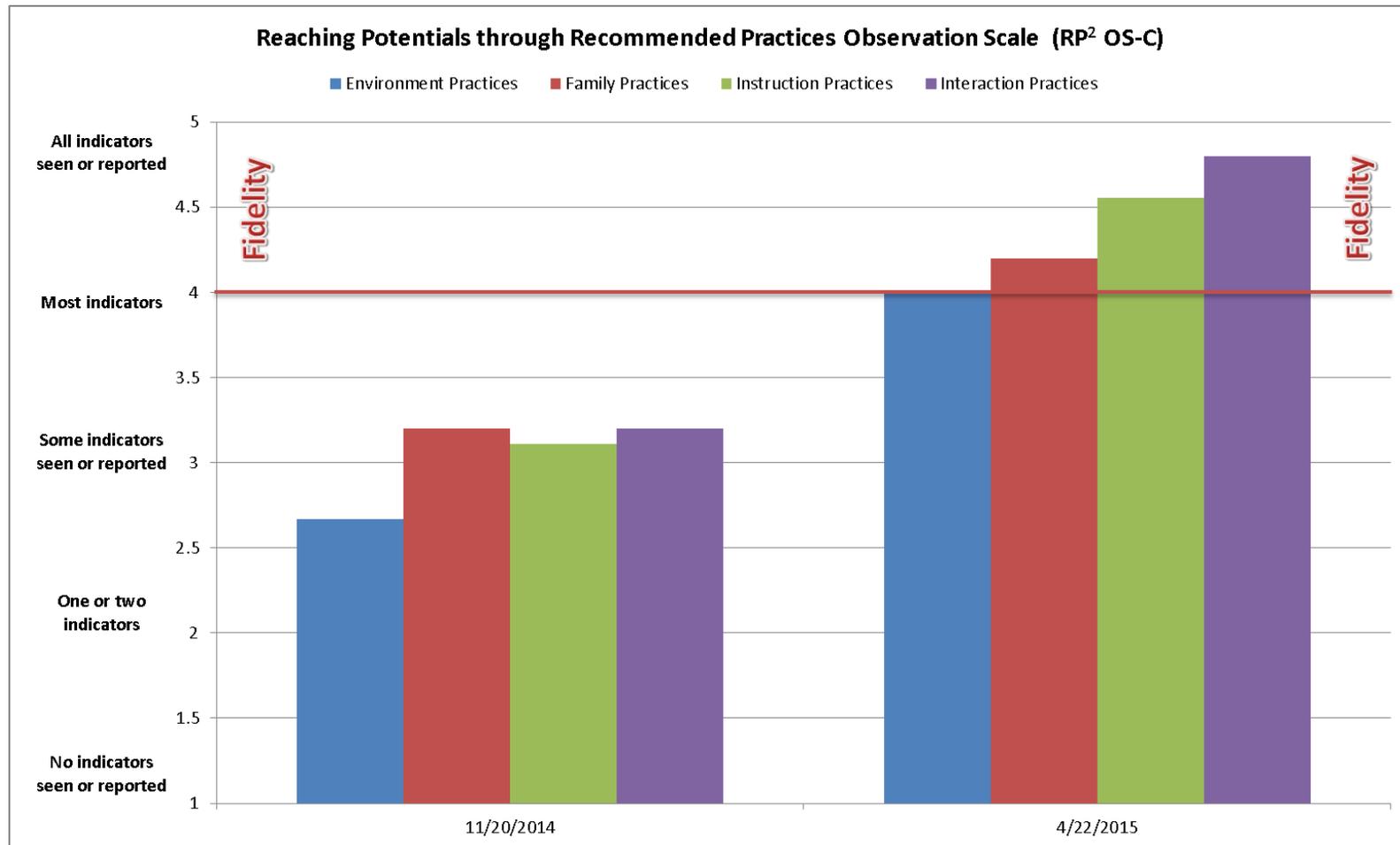
Teacher Summary – T5



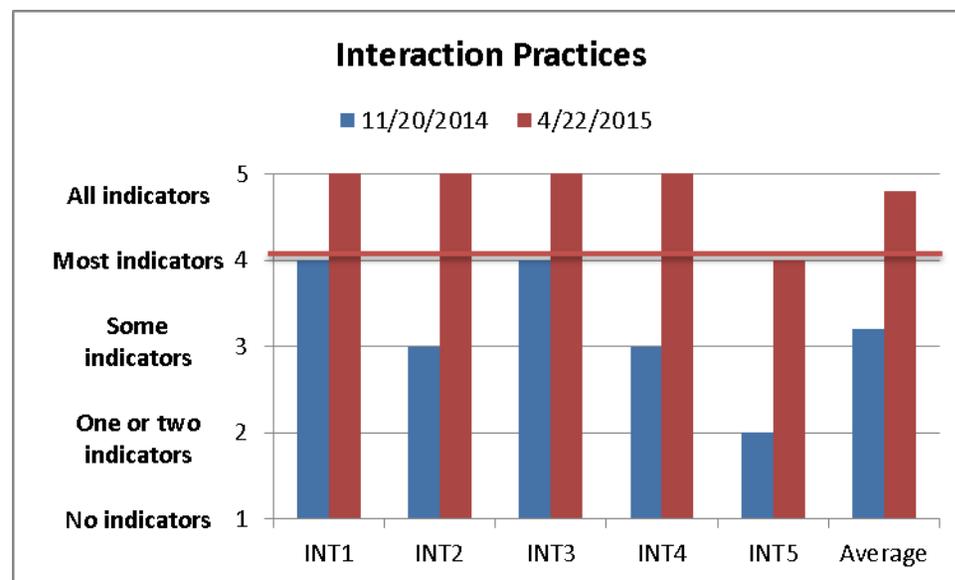
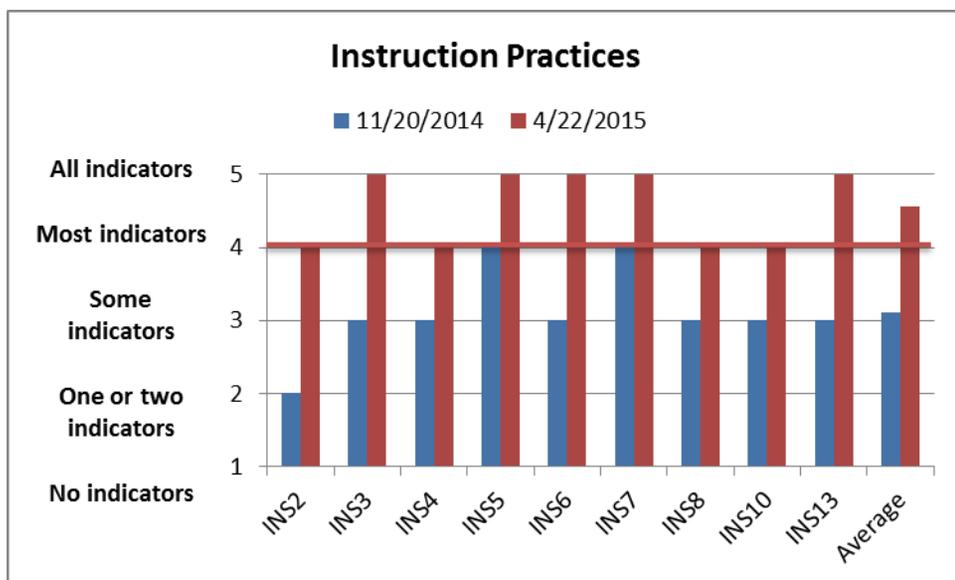
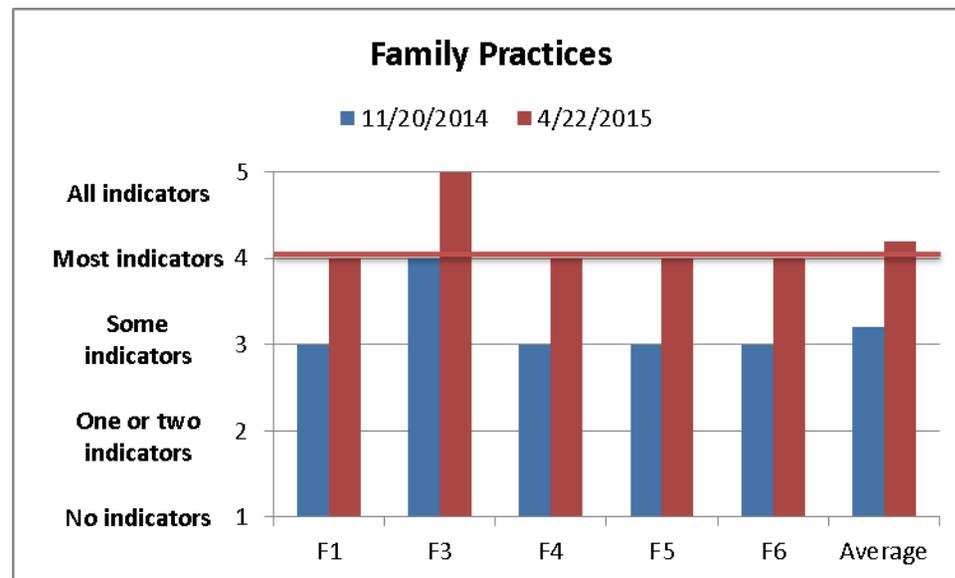
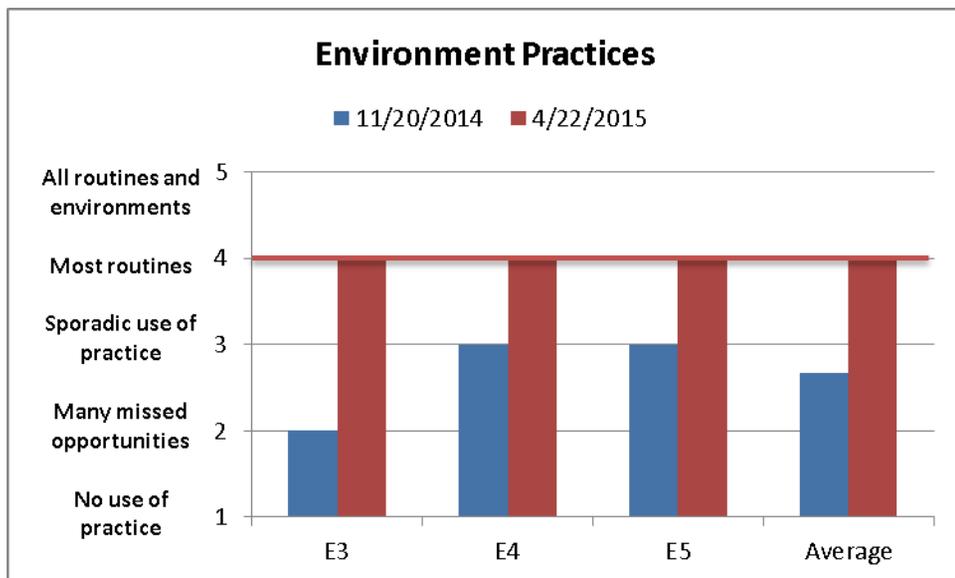
Teacher Summary – T5



Teacher Summary – T6



Teacher Summary – T6

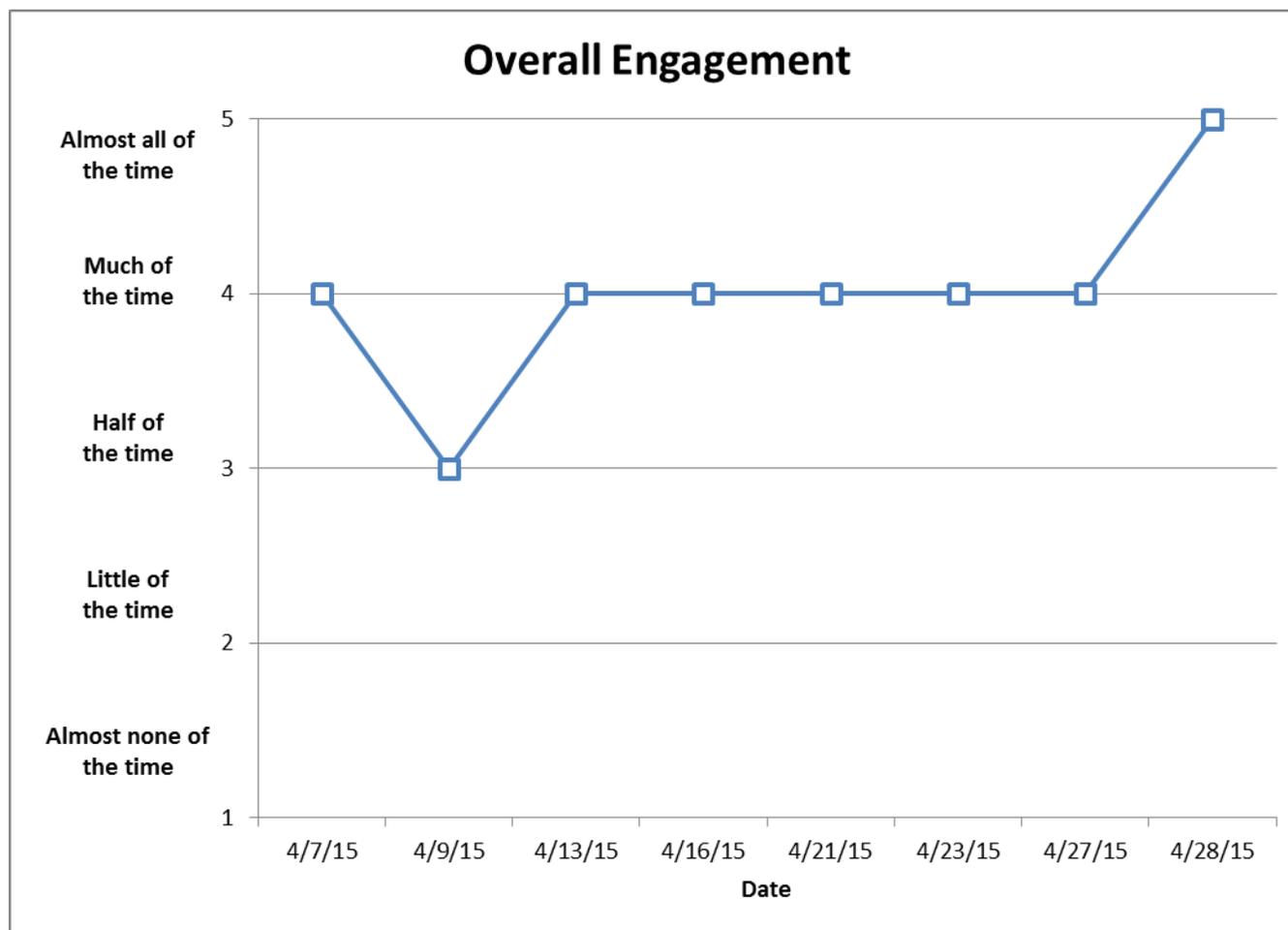


STARE

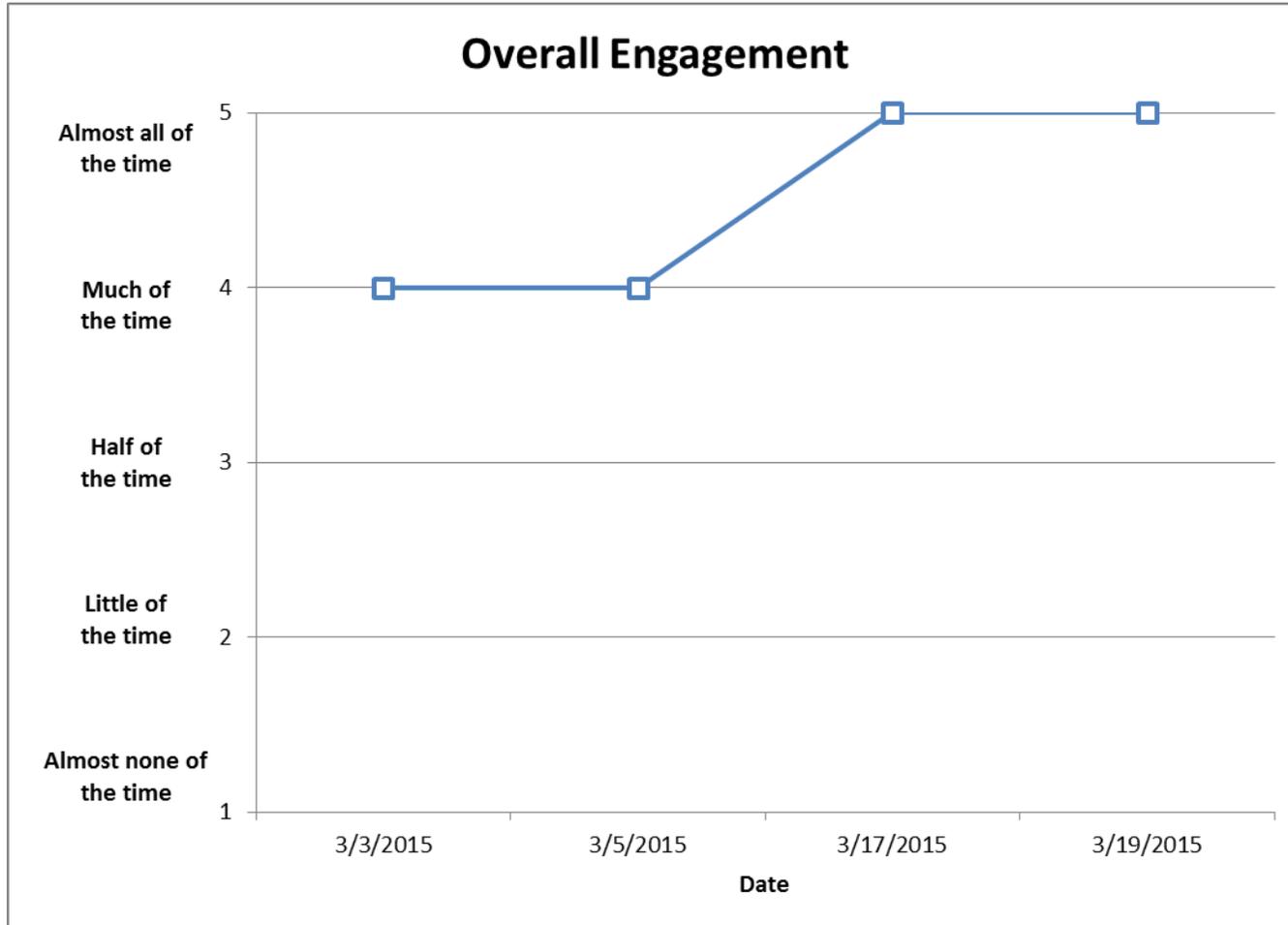
Summary by Child

Teacher ID: J

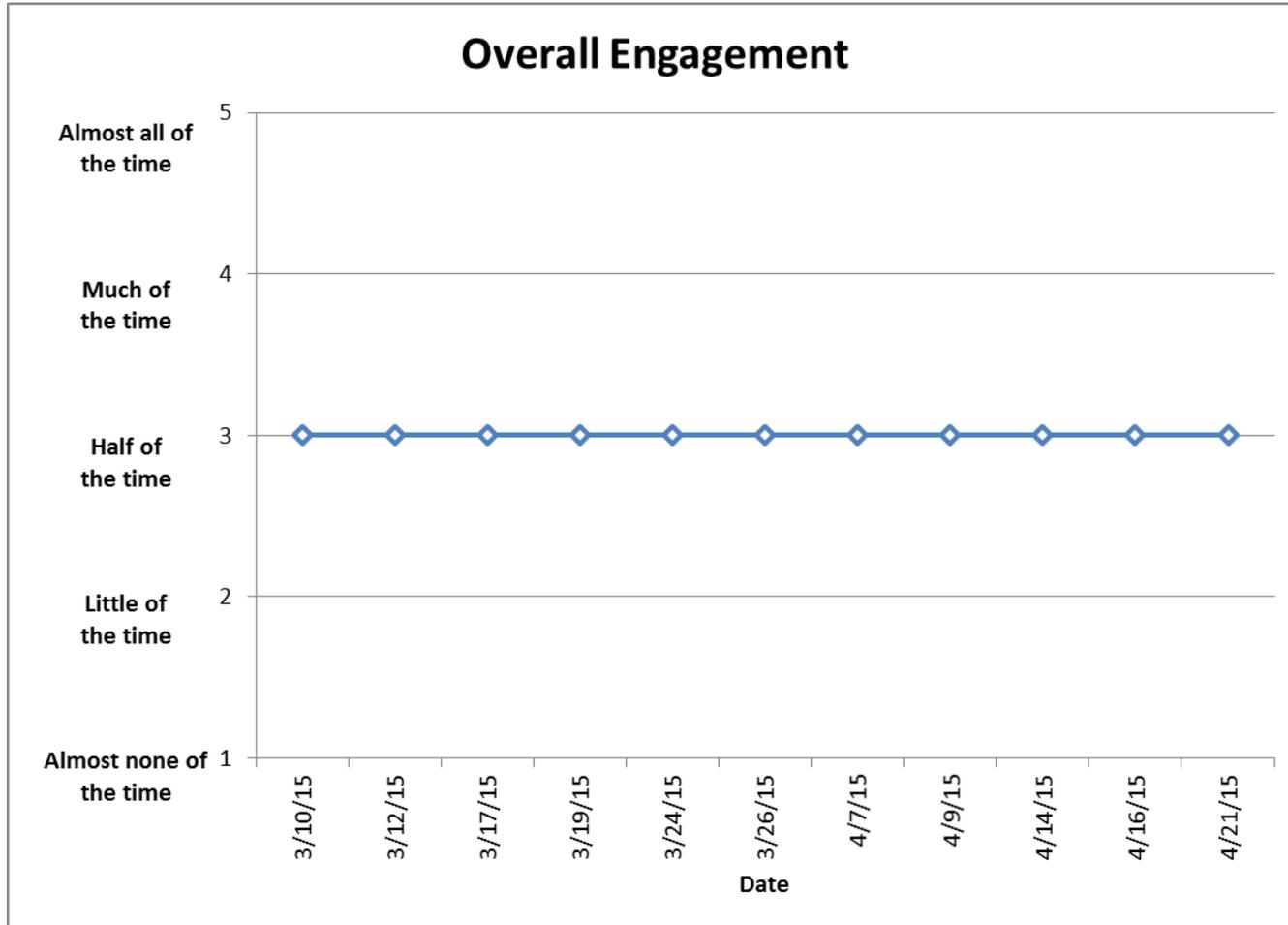
Child ID: T



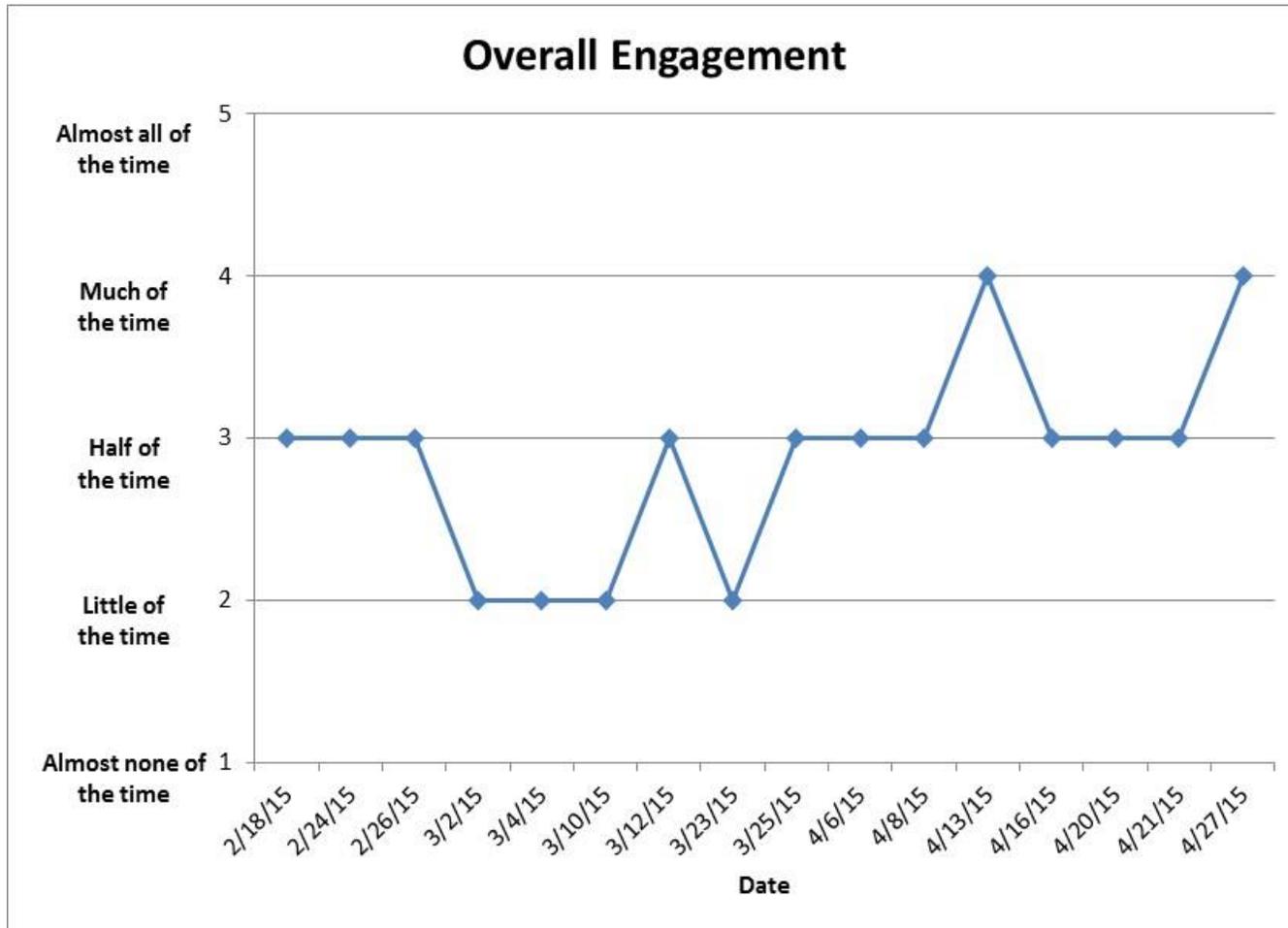
Teacher ID: J
Child ID: M



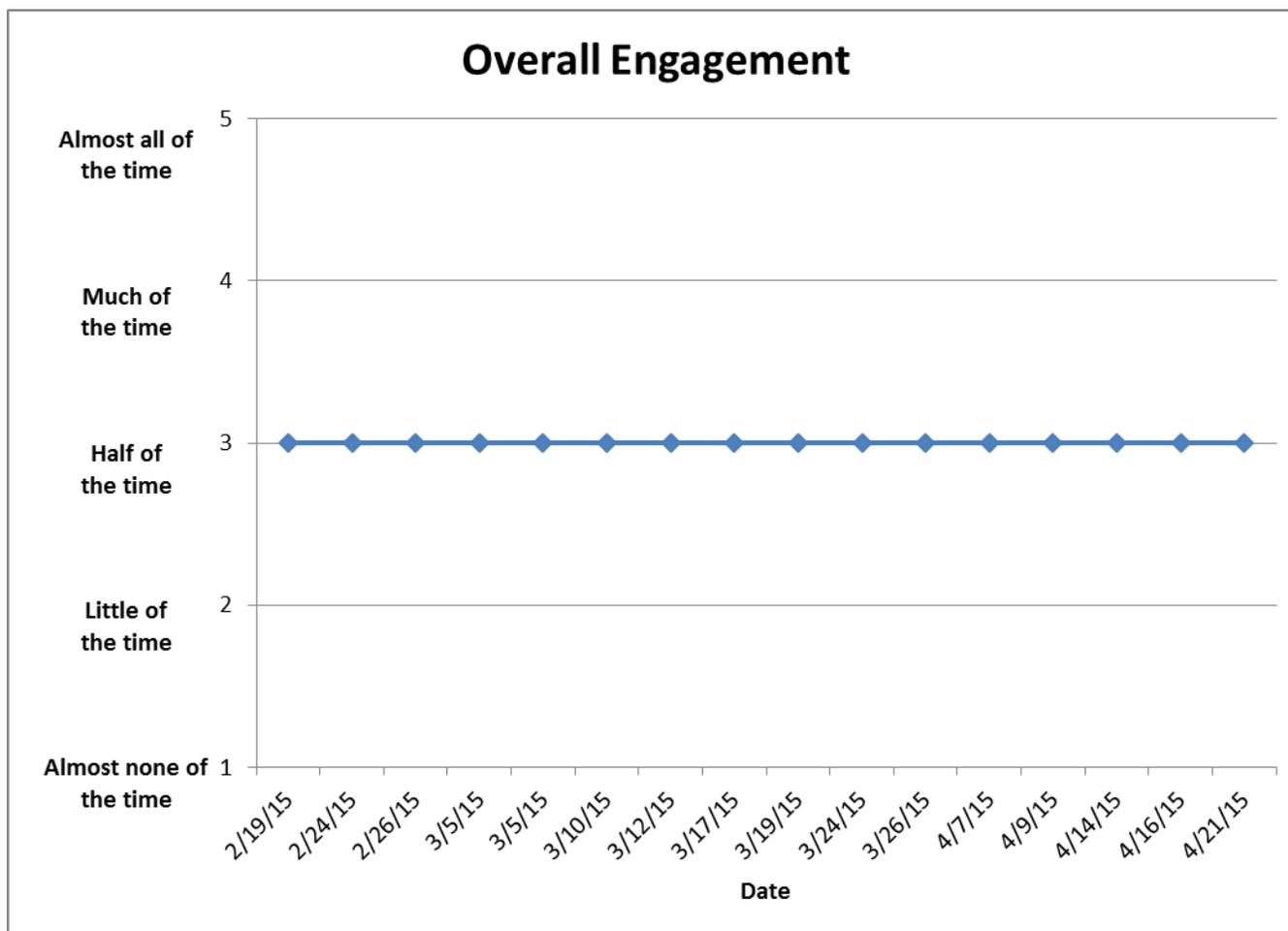
Teacher ID: Bh
Child ID: A



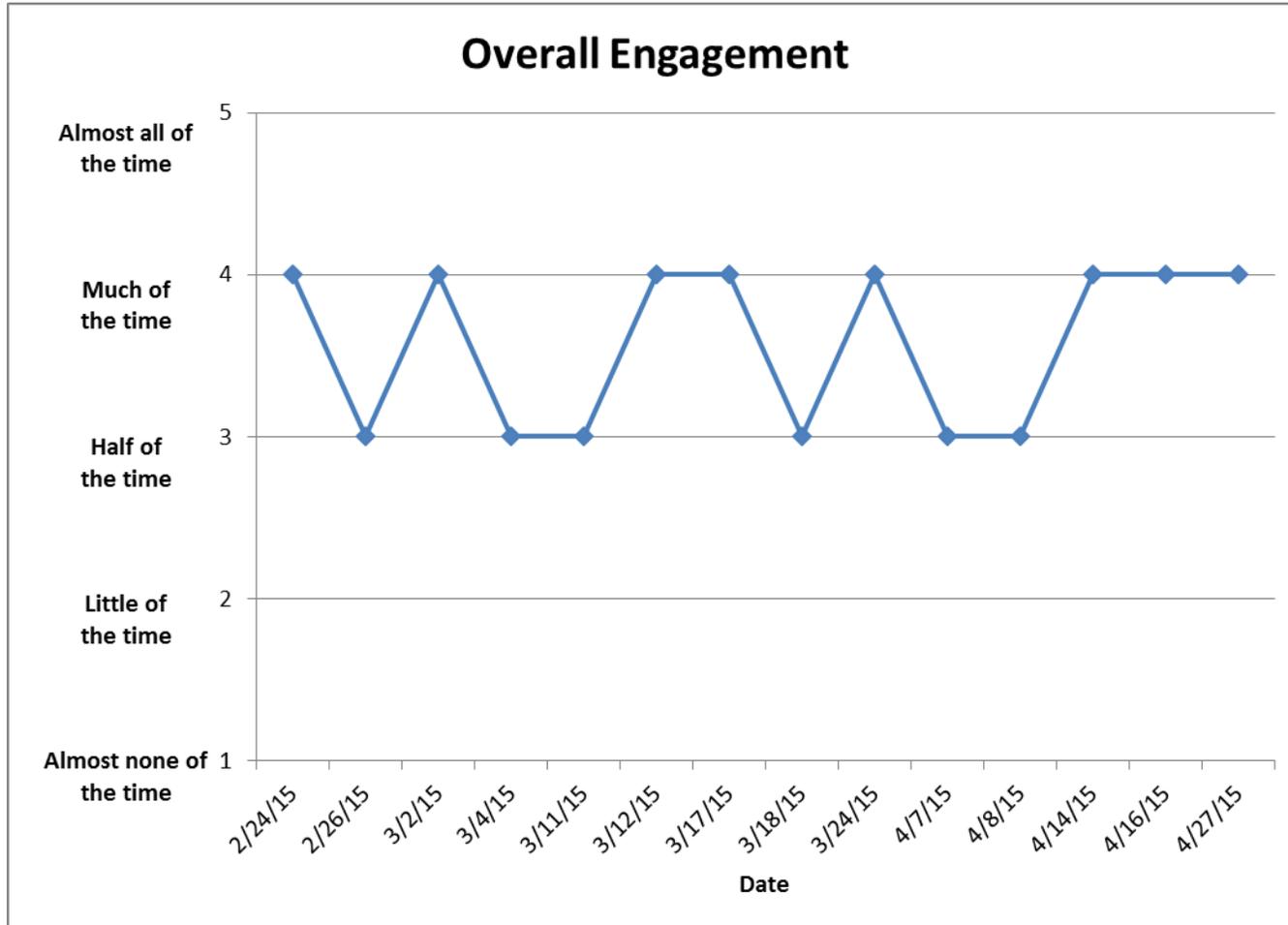
Teacher ID: Bh
Child ID: P



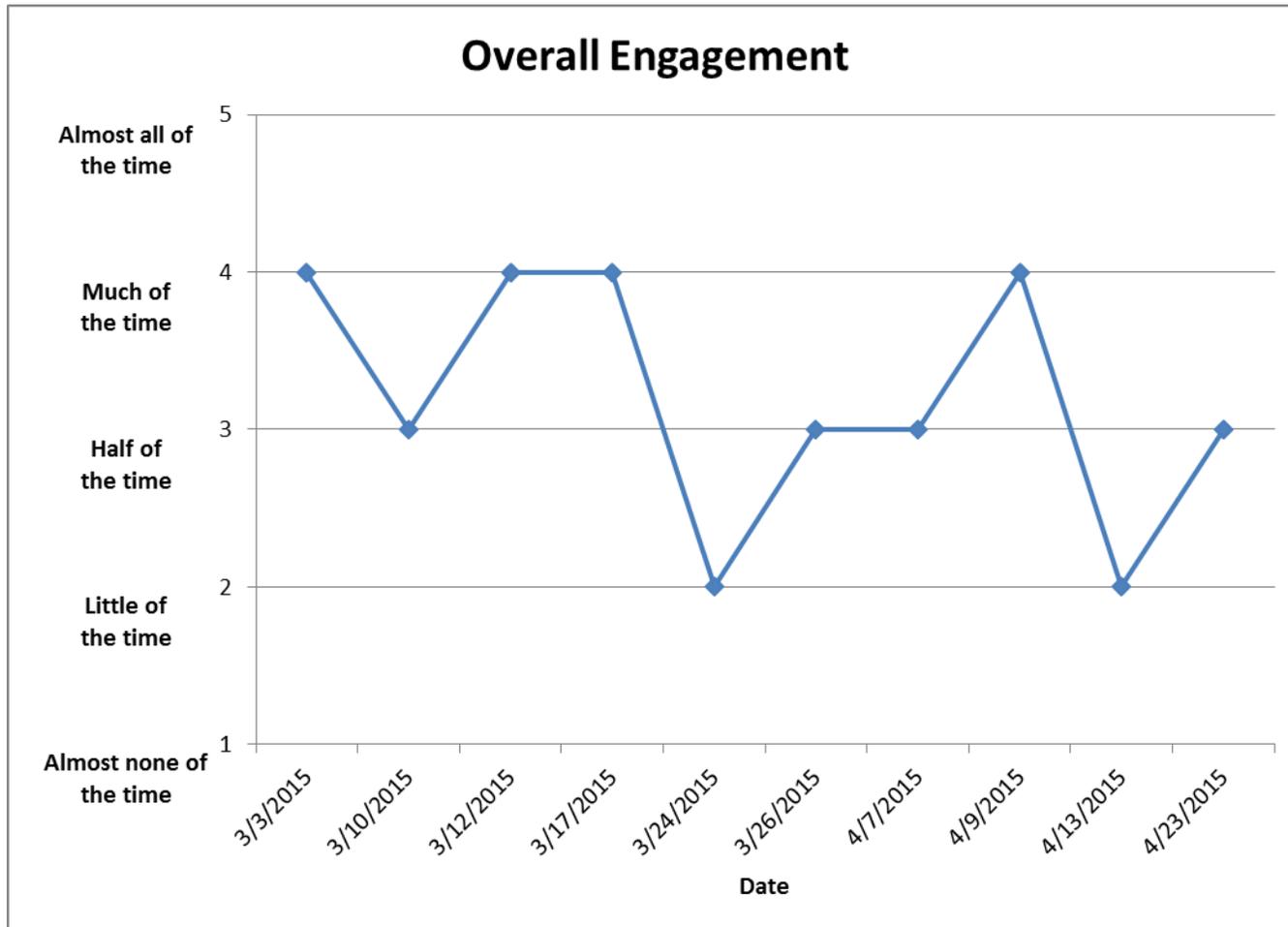
Teacher ID: Bh
Child ID: T



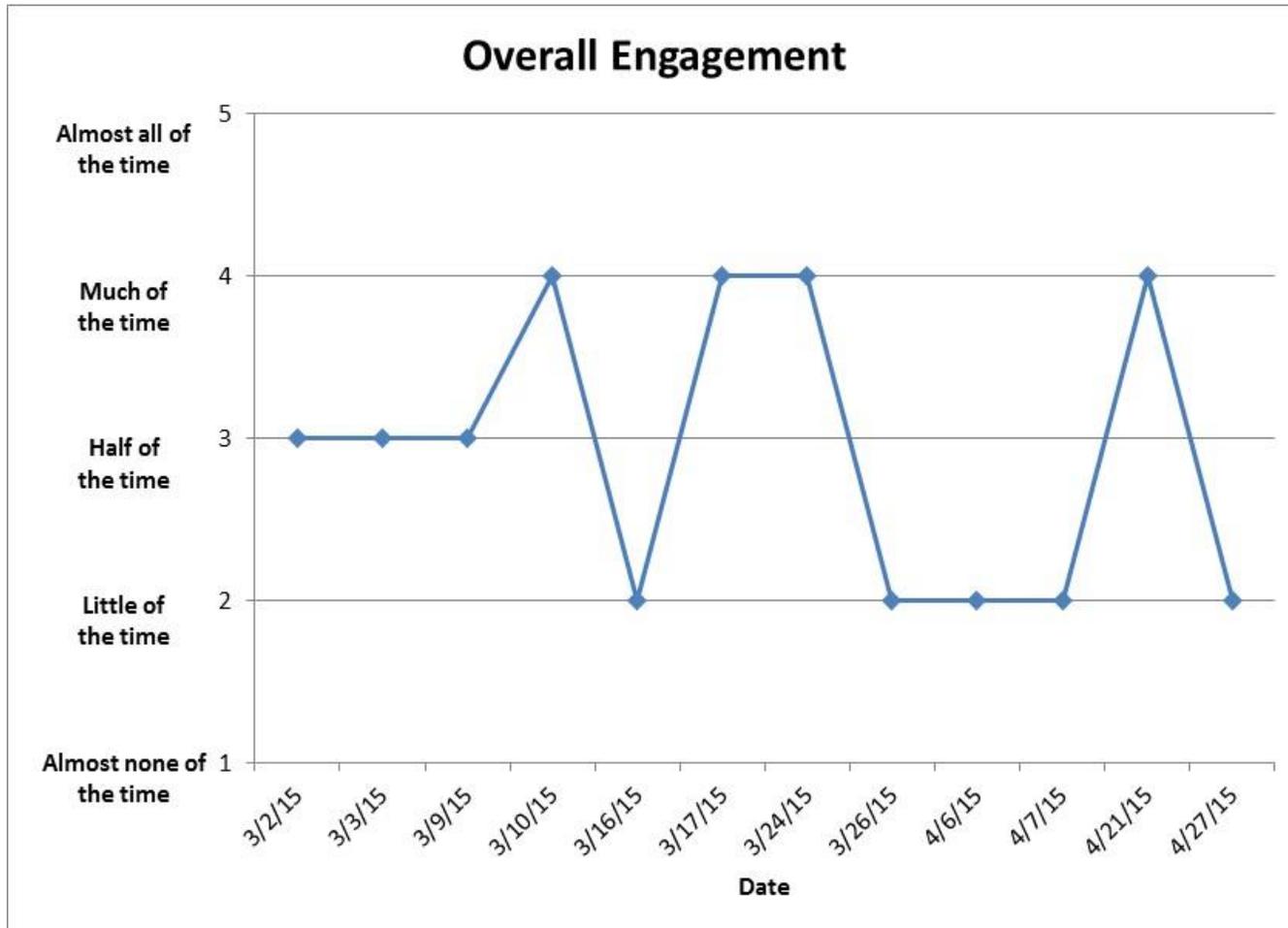
Teacher ID: Bh
Child ID: J



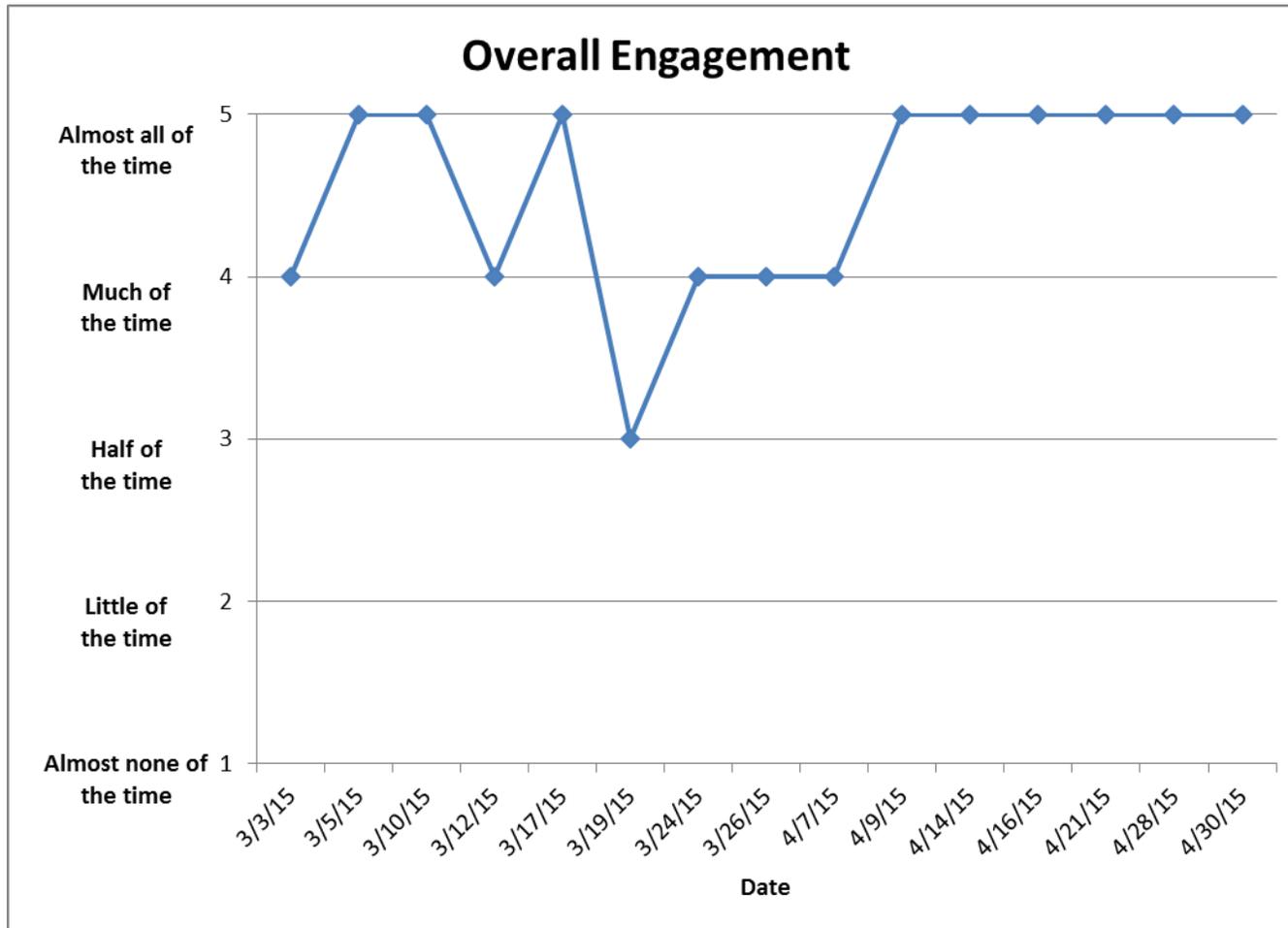
Teacher ID: R
Child ID: E



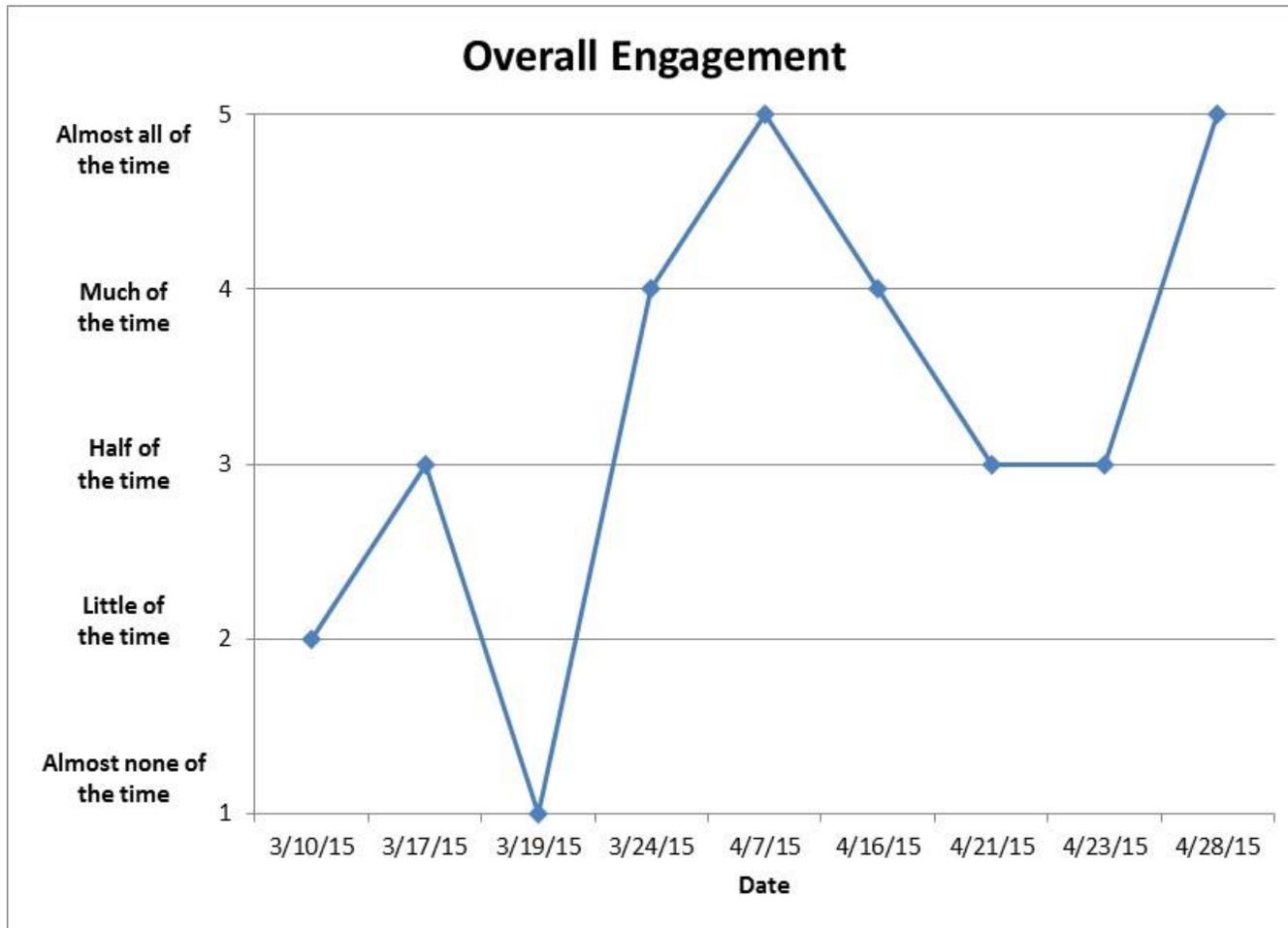
Teacher ID: R
Child ID: T



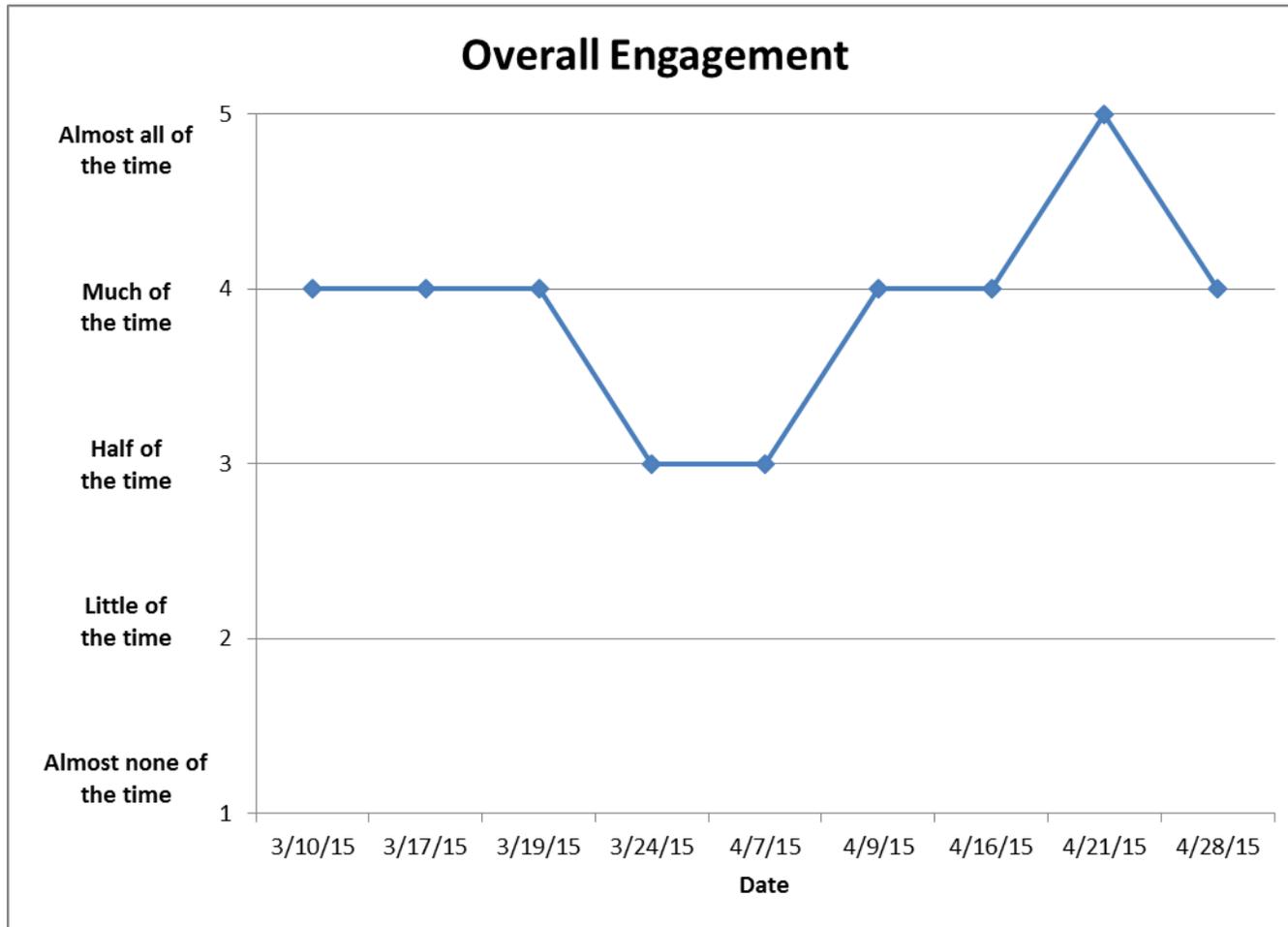
Teacher ID: A
Child ID: Lu



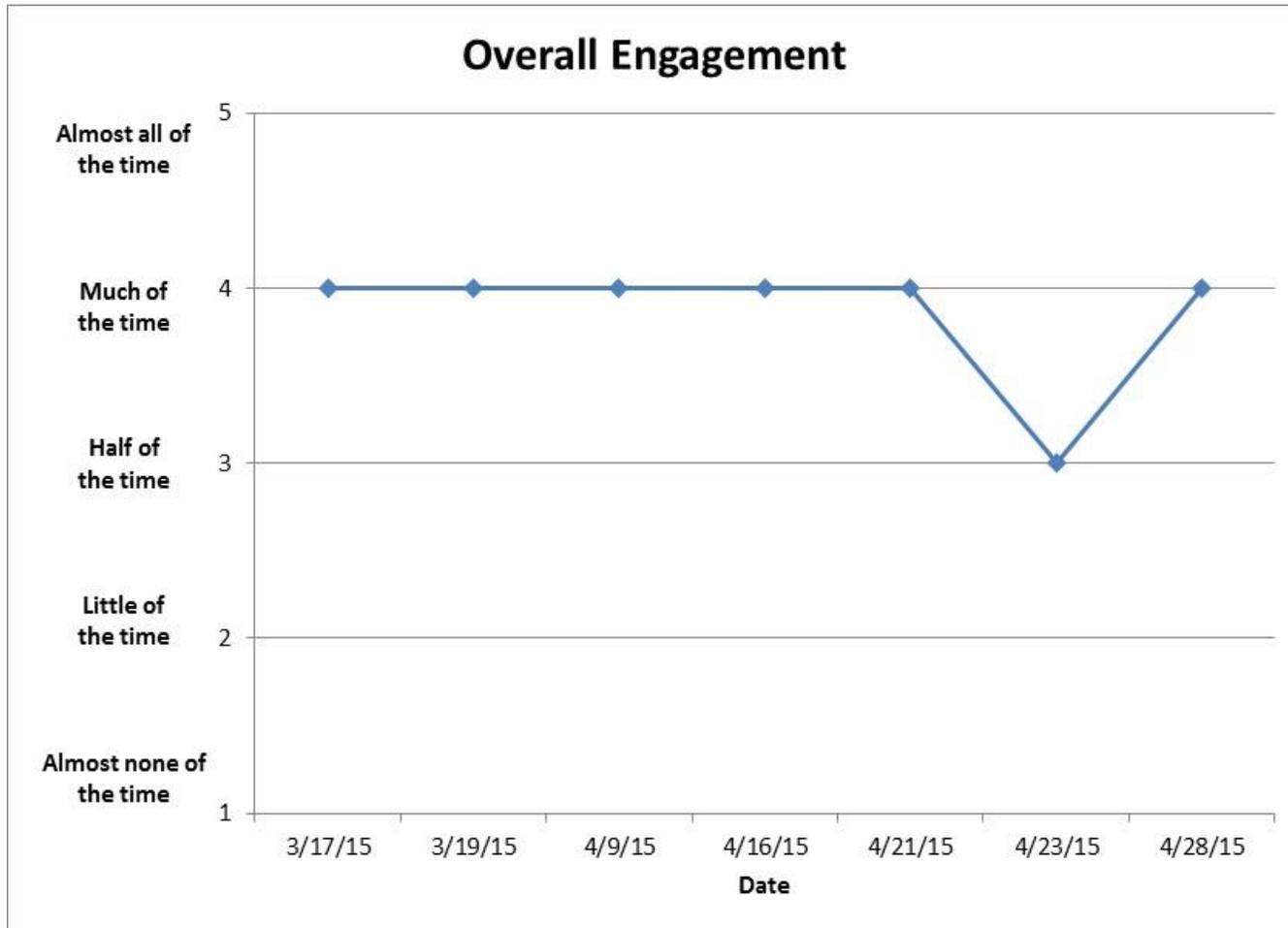
Teacher ID: T
Child ID: Ma



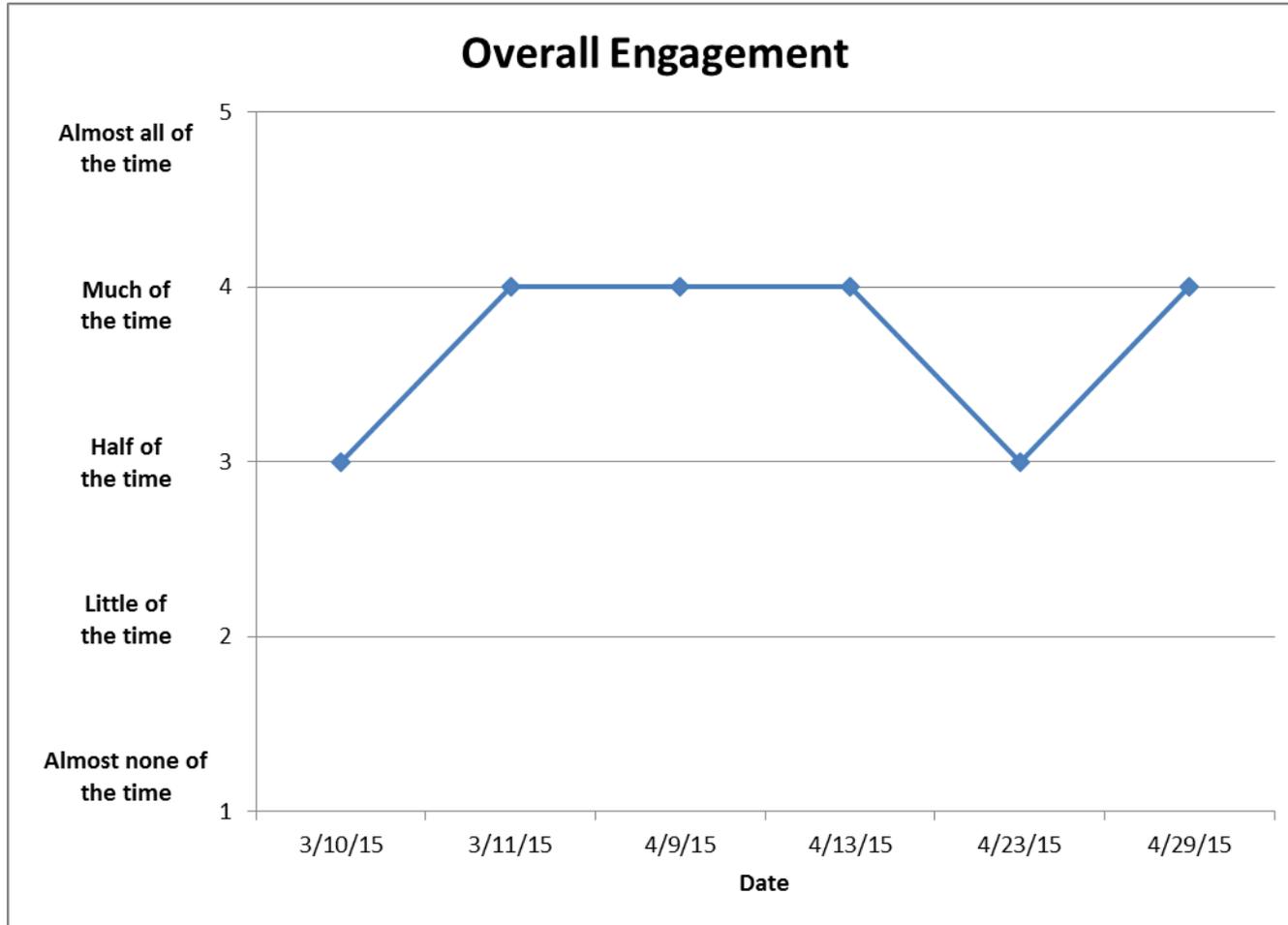
Teacher ID: T
Child ID: Ka



Teacher ID: T
Child ID: Ya



Teacher ID: T
Child ID: W



Teacher ID: T
Child ID: Is

