

SAMPLE

Utah Early Childhood Technical Assistance Project
Reaching Potential through Recommended Practices (RP²)

Annual Report
School Year 2015-2016

Utah ECTA State Leadership Team

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Ogden School District / YMCA

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Summary

The Utah State Board of Education recognizes the importance of preschool education and the benefit of implementing evidence-based practices for improving the outcomes for children with or at-risk for delays or disabilities. To ensure widespread use of evidence-based practices and inclusion of typical peers into preschool classrooms, Utah adopted The Utah Early Childhood Technical Assistance Project: Reaching Potential through Recommended Practices (RP²) initiative.

This first annual report for the project introduces the Utah Early Childhood Technical Assistance (ECTA) State Leadership Team (SLT), major structures of the RP² initiative, data from the initial implementation sites during the 2015-2016 school year, and plans for additional implementation sites.

The members of the Utah ECTA SLT represent a range of stakeholders, programs, and agencies. The Utah ECTA SLT meets regularly and makes decisions that move the state toward their stated mission and vision. This team is responsible for planning and supervising all aspects of the initiative, including arranging for funding, policy initiatives, evaluation and data-based decision-making, training and coaching, site selection, publicity, and dissemination.

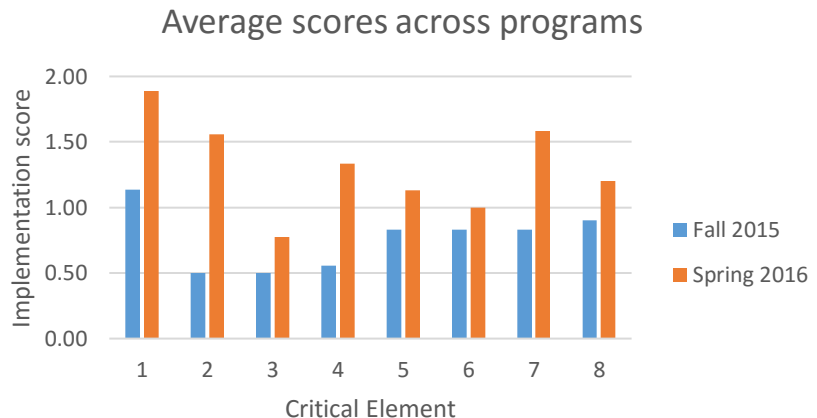
The external coaches (master cadre of training and technical assistance professionals) are carefully selected experts responsible for delivering training and providing coaching to implementation site internal coaches. They build capacity within Utah through training and support of internal coaches. Internal coaches are selected by the participating school district and they supervise and support the practitioners responsible for implementing the recommended practices with fidelity.

Initial data from the 2015-2016 school year includes a narrative of each district program, student enrollment showing increased inclusion in preschool classrooms, the implementation of the critical elements of the program wide implementation components (Benchmarks of Quality), information about internal coaching activities, and data regarding the implementation of the recommended practices by teachers and paraeducators in the classroom.

Overall, by the end of the first year, participating districts reported having all eight Benchmarks of Quality at least partially in place.

Implementation score scale:

2.00 = In Place
1.00 = Partially in Place
0.00 = Not in Place

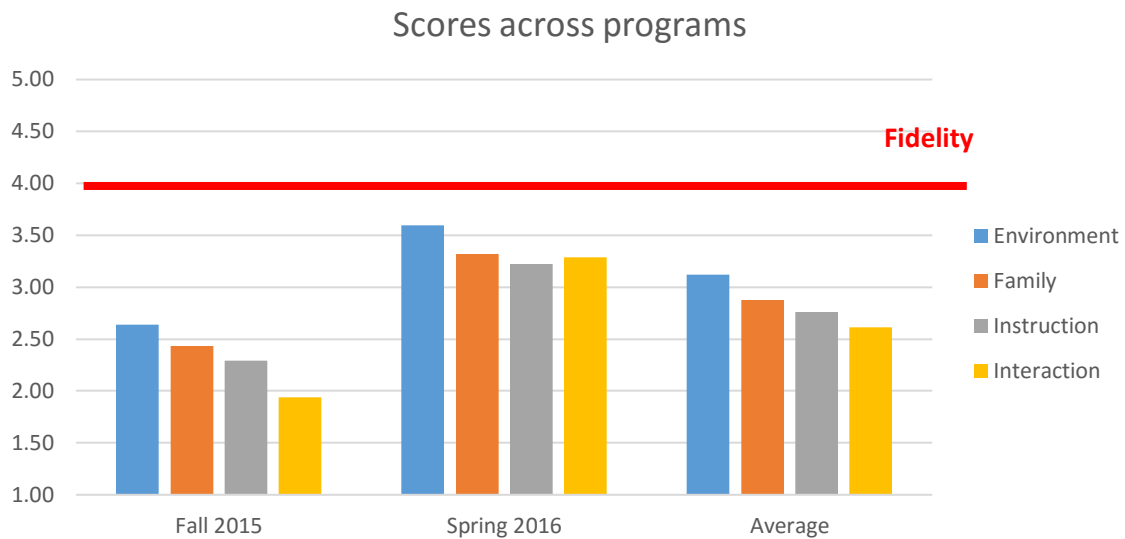


In addition, all classroom interventions were implemented with evidence of at least one indicator observed in each classroom during every observation.

Implementation score scale:

- 5.00 = All indicators seen or reported across all relevant routines and environments
- 4.00 = Two or three indicators seen or reported across most but not all routines
- 3.00 = One or two indicators seen or reported sporadically
- 2.00 = One indicator seen or reported but many opportunities missed
- 1.00 = No indicators seen or reported

Note: The ECTA considers implementation fidelity at as 4.00 or higher



The Utah ECTA SLT continues to see improvement as of the beginning of the 2016-2017 school year and anticipates continued improvement throughout the year.

Introduction and Purpose

This report provides data collected by the Utah State Board of Education's Early Childhood Technical Assistance (Utah ECTA) State Leadership Team (SLT) about their progress toward implementing recommended practices statewide for the 2015-2016 school year. In addition, some data from Local Education Agencies (LEA) participating in the Reaching Potentials through Recommended Practices (RP²) program is provided.

The Utah ECTA SLT members should carefully review this data, along with other data they may have, to better target actions and meet the SLT Benchmarks of Quality. The data in this report is intended to spark further discussion and lead the SLT to delve further into their practices and the Benchmarks of Quality. Thus, this report should be a starting point for improved strategic planning, more data-driven decision making, and targeted action.

The intended audience for this report is the SLT members, Utah State Board of Education and staff, LEAs participating in the RP² program and those considering participating, state agencies, community groups, and the Utah legislature.

About the Utah ECTA State Leadership Team

The members of the Utah ECTA SLT represent a range of stakeholders, programs, and agencies, including early childhood special education, early intervention, higher education, Head Start, families, childcare, mental health, and others. The Utah ECTA SLT meets regularly and makes decisions that move the state toward their stated mission and vision. This team is responsible for planning and supervising all aspects of the initiative and arranges for funding, policy initiatives, evaluation and data-based decision-making, training and coaching, site selection, publicity, and dissemination.

Mission

The mission of the Utah ECTA SLT is to provide teachers with professional development through training and coaching to improve effective teaching practices that will have meaningful impact on student learning in school and community preschools statewide.

Vision

The vision of the Utah ECTA SLT is that all families with children ages three to five will have access to high quality inclusive preschool programs that are developmentally appropriate practices, support children's individual differences, and implement the Utah Early Childhood Standards in ways that support each child's learning.

External Coaches

The external coaches are carefully selected professional-development experts responsible for delivering training and providing external coaching to establish high-fidelity implementation of Recommended Practices in implementation sites. External coaches also promote awareness and adoption through presentations and training on the targeted Recommended Practices.

SLT Benchmarks of Quality

There are twelve Critical Elements and forty-nine [Benchmarks of Quality](#) used by the SLT to assess progress and plan future actions so that Recommended Practices (RPs) are available statewide. “The Benchmarks are grounded in the science of implementation which bridges the gap between an evidence-based practice and the actual high-fidelity implementation of that practice” (ECTA Implementing Recommended Practices Statewide). Utah’s SLT began with assessing their needs and exploring which evidence-based practices to implement. Once chosen, the Benchmarks of Quality are used to track progress. Below are the Benchmarks of Quality, including two tables, the first showing at which stage each benchmark is implemented and the second showing Utah’s SLT self-evaluation for each benchmark at three different points in time.

Utah’s SLT self-evaluated using the Benchmarks in May 2015, November 2015, and April 2016. Self-evaluation, in general, is beneficial for assessing strengths and areas in need of improvement, identifying discrepancies of performance between individuals participating in the evaluation, and conducting a more constructive evaluation meeting, thus increasing commitment to planning and implementation. The Utah SLT self-evaluation is a consensus document meaning all members agreed with the benchmark scores. The SLT uses this data for planning future work and tracking progress.

Self-evaluation results as of April 2016

- Benchmarks Met: 1, 2, 3, 4, 5, 6, 7, 8, 10, 16, 17, 19, 20, 24, 25, 26, 32, 36, 37, 38, 42
- Benchmarks in Process: 9, 11, 12, 13, 14, 15, 18, 21, 22, 23, 29, 30, 33, 34, 35, 39, 40, 43, 44, 45, 46, 47, 48, 49
- Benchmarks Not Started: 27, 28, 31, 41

Utah's RP² program

The Division for Early Childhood (DEC) Recommended Practices is an initiative that bridges the gap between research and practice. First developed in the early 1990s, the Recommended Practices were updated and released in 2014 to provide guidance to teachers and paraeducators and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

LEAs around the state of Utah with early childhood programs are invited to become implementation sites and participate in the RP² program to:

- Learn ways to improve child outcomes using evidence—based practices;
- Improve the competence and confidence of site teachers and paraeducators;
- Learn how to use data to improve child outcomes;
- Receive training for an [internal coach](#) to help [site teachers and paraeducators](#) use evidence-based practices;
- Receive support from an [external coach](#) to guide program-wide implementation.

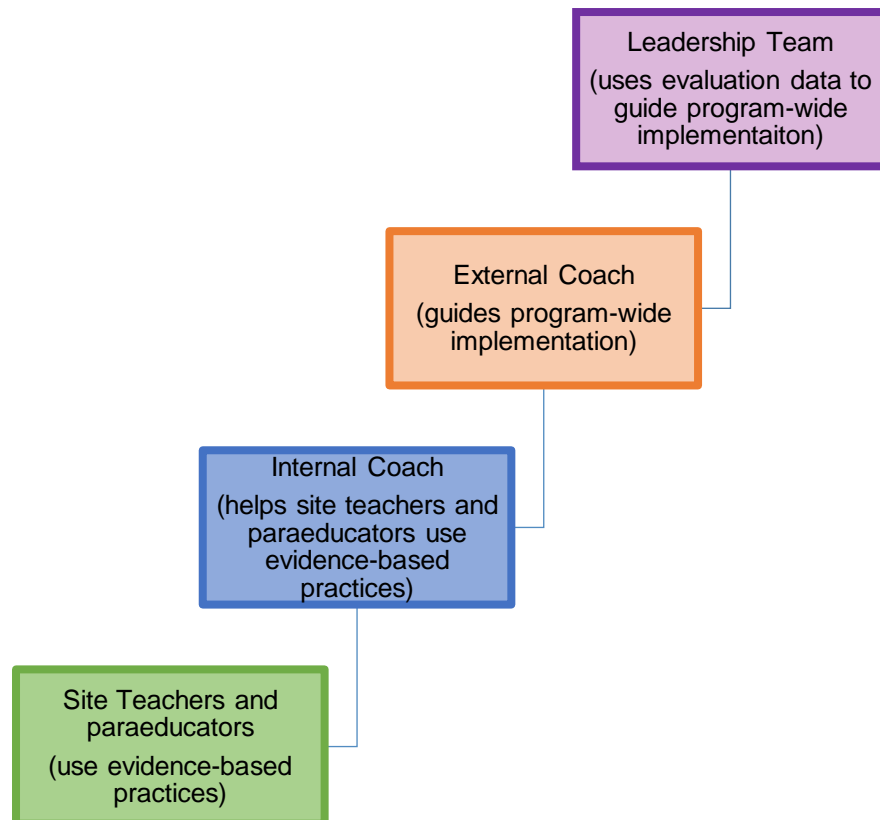
Each implementation site receives training and individualized technical assistance and support to become a model program. The ECTA Center, with support from the Utah State Board of Education, provides:

- Training and ongoing support to [internal coaches](#) who supports implementation [site teachers and paraeducators](#);

- Training and support to a **leadership team** in the process of program-wide implementation;
- Training in the practices implemented by **site teachers and paraeducators**; and
- Materials and tools used for implementation and evaluation.

Implementation Sites commit to:

- Maintain a high-quality early childhood program with a stable staff and strong leadership.
- Implement Recommended Practices program-wide as an implementation site for at least two years after completion of training.
- Work in collaboration with the ECTA trainers and **external coaches** to ensure implementation fidelity.
- Collect and use evaluation data to guide program-wide implementation, support **site practitioner** implementation, and monitor child progress and outcomes.
- Establish a **leadership team** that meets on a regular basis and includes key local stakeholders. The local **leadership team** receives support from an **external coach** who guides implementation steps.
- Participate in four days of **leadership team** meetings
- Send **site teachers and paraeducators** to two, two-day training events in the use of evidence-based practices. **Leadership teams** also attend this training.
- Identify **internal coaches** to participate in a five-session web-based training on the use of practice-based coaching.
- Participate in evaluation and self-assessment activities.

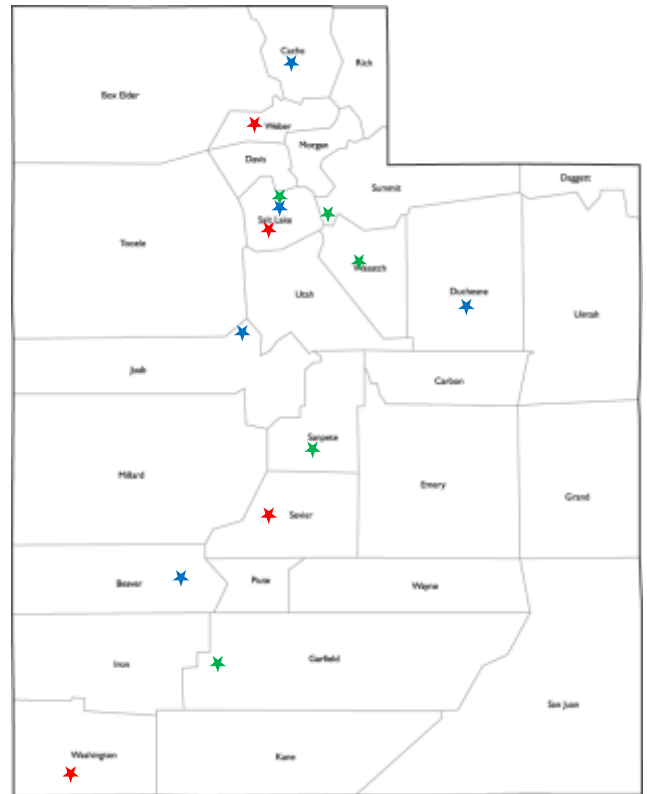


- ★ LEA implementation sites 2015-2016
 - Jordan School District
 - Ogden City School District (YMCA)
 - Sevier School District
 - Washington County School District

- ★ LEA implementation sites 2016-2017
 - Beaver School District
 - Cache School District
 - Duchesne County School District
 - Logan City School District
 - Murray City School District
 - Tintic School District

- ★ LEA implementation sites scheduled for 2017-2018
 - Garfield School District
 - Park City School District
 - Salt Lake City School District
 - South Sanpete School District
 - Wasatch School District

The USBE intends to add eligible school districts annually through 2018-2019.



RP2.2

In January 2016 the second iteration of RP² began as one piece of Utah’s sustainability plan. The RP² State Leadership Team.2 (RP2.2) works to promote the RP² program among Head Start and Child Care programs. The team members include representatives of: Early Childhood Cross Sector Professional Development (Chair), Office of Child Care, Head Start Collaboration Director, an Implementation Site Program Administrator, and External Coach, an Internal Coach, a representative of a program that supports children and families with behavioral issues, and a representative of the Care About Childcare system (Utah’s QRIS System).

The team meets monthly and works on the same Benchmarks of Quality. Benchmarks not fully met are discussed at meetings along with ways to move forward.

Self-evaluation results as of January 2017

- Benchmarks Met: 1, 2, 4, 5, 6, 10, 11, 16, 17, 20, 24, 25, 32, 34, 36, 37, 40, 42
- Benchmarks in Process: 3, 7, 8, 9, 12, 13, 14, 15, 23, 27, 29, 30, 38, 44, 45, 46, 47
- Benchmarks Not Started: 18, 19, 21, 22, 26, 28, 31, 33, 35, 39, 41, 43, 48, 49

In June 2016, seven coaches applied to become External Coaches and went through training. Four of the seven were hired to be External Coaches for programs in RP2.2 and the other three are ready to partner with programs during scale up. Each Implementation Site interviewed the coaches and picked the one that best met their program needs. Funding for external coaches came from the Office of Child Care and the Utah Early Childhood System Grant.

In August 2016 three programs applied to be implementation sites. Utah Community Action Head Start in Salt Lake City started with four classrooms this year and plans to scale up to 62 classrooms over the next few years, Davis Head Start Program and Head Start/Child Care Partner Program (HOPE) started with six classrooms and plans to scale up to all classrooms over the next few years, and Progressive Preschool, a private child care center, has one participating classroom. All programs have done an initial Benchmarks of Quality, Observation Scale, and Coaching Logs. Some programs have started STARE documentation.

How Data is Presented

- Preschool program team leads provided a narrative of their program
- Enrollment counts by school year beginning with SY2012 are provided for context. A stack graph illustrates the general enrollment trend of students with disabilities and typical peers
- Benchmarks of Quality for Classroom-Based Programs provides data regarding implementation of the critical elements of program wide implementation components
- Internal Coach Contact Log provides information on coaching visits, duration, and activities
- Reaching Potentials with Recommended Practices Observation Scale – Classrooms ([RP² OS-C](#)) provides observations of teachers and paraeducators use of the recommended practices

Data Decision-Making for Program-Wide Implementation in Centers

The evaluation plan for the program-wide implementation of the Recommended Practices includes measures on multiple levels for monitoring implementation and intervention fidelity, identifying areas of need, understanding outcomes, and making data decisions. Thus, data collection is conducted at multiple levels and 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	RP ² : 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 spreadsheet. 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 Observation Scale – Classrooms (RP ² OS-C)	Observations of Teachers and paraeducators Use of that Recommended practices	Internal coach	Global assessment done semi-annually (Fall/Spring). Completed by internal coach and scored using excel score sheet.	<ul style="list-style-type: none"> Initial, global assessments is used to understand areas of teacher strengths and needs, to create professional development plans and training and technical assistance activities 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 month	<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

Jordan School District

Program Narrative

The Jordan Child Development Center (JCDC) is part of the Jordan School District. The program had substantial growth during the past five years. This growth presented two unique challenges (1) challenges serving the increased number of enrolled students in a high-quality program and (2) hiring enough qualified staff and support personnel. To meet these challenges head on JCDC created an ongoing system of support for hiring, onboarding, and training new teachers and support staff. Ongoing training for special education teachers, support staff, and para-professionals is critical to the success of this program.

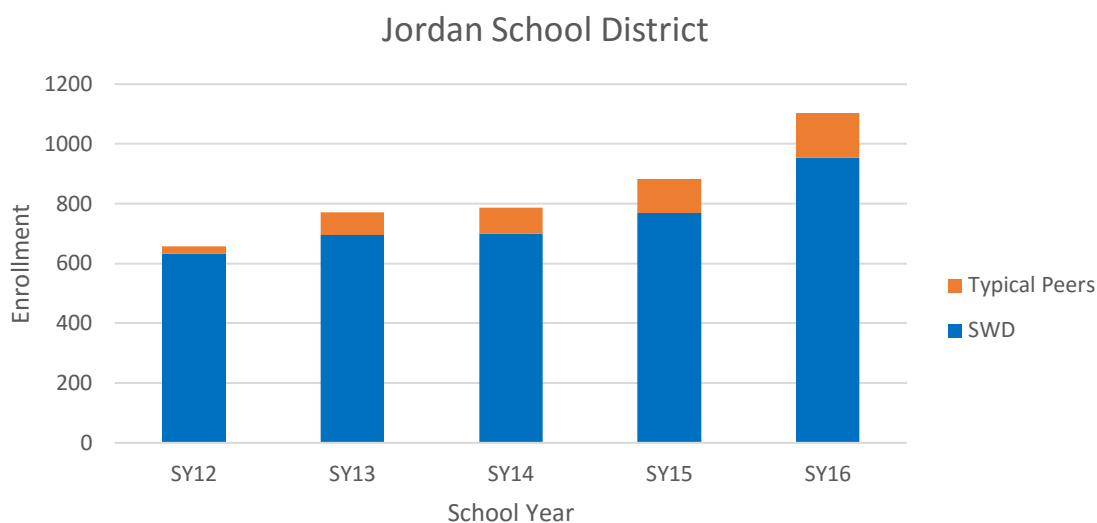
Over the past five years JCDC made numerous changes throughout the program to ensure every enrolled student receives high quality preschool opportunities.

- In 2012-13 School Year JCDC adopted *The Creative Curriculum and Handwriting Without Tears* in each preschool site.
- In the 2013-14 School Year JCDC implemented the *Developmental Observation Tool (DOT)*, an individual progress-monitoring tool for students. The implementation of the DOT allows teachers and administrators to make informed educational decisions for individual students, as well as systematically monitoring the program to identify strengths and needs.
- Throughout the 2014-15 School Year JCDC focused on providing an inclusive environment. This required an increase in the number of students without special needs in each classroom.
- During the 2015-16 School Year JCDC received extensive training on the Division of Early Childhood (DEC) Recommended Practices through the Reaching Potentials Through Recommended Practices (RP²) initiative. This training changed the way teachers focus on engaging with students and child interactions with their peers.
- In the 2016-17 School Year JCDC received a High Quality Preschool Expansion Grant. Receipt of this grant facilitated (1) the use of the Early Childhood Environmental Rating Scale (ECERS-R) in classrooms to ensure classrooms use high quality standards and (2) dialogue with district Title 1 and High School preschool programs to increase the number of students without special needs. Jordan School District now has a district wide preschool committee that meets to collaborate on district-wide implementation of high quality preschool standards in all district preschool programs.

Looking to the future, JCDC Team Leaders will continue to create a process for problem solving with teachers, the internal coach, professionals, and parents around individualizing support for students in preschool programs. Goals for 2016-17 School Year focus on (1) creating a process for teachers to collaborate in developing ideas for addressing intensive support within the classroom, (2) creating a system that provides more intensive support for children with special needs, (3) providing more opportunities for parents and staff to collaborate regarding their child's success in the home/community setting, and (4) providing strategies to support the family. Additionally, JCDC will create a parent handbook as a mechanism for sharing the implementation of RP² goals with families.

JCDC continues to look for ways to increase enrollment of students without disabilities to provide a more inclusive environment for our children with special needs.

Enrollment



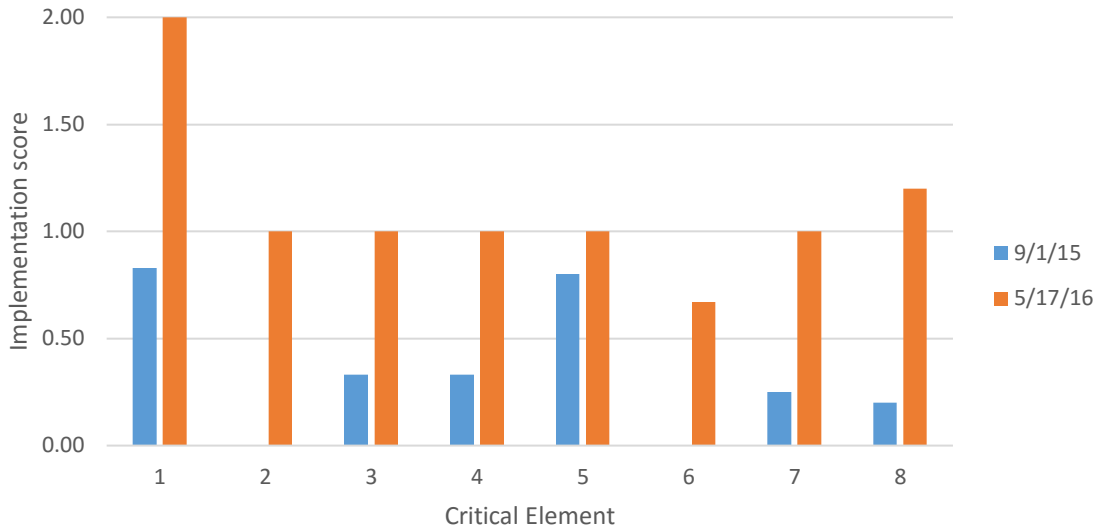
Benchmarks of Quality

Jordan School District Leadership Team collected data on the implementation of the critical elements of program wide implementation components. The Leadership Team collected data pre-implementation and once annually and came to a consensus score. Collected data helps the Leadership Team determine program growth in implementation fidelity (e.g., percentage of steps fully implemented; implementation score), target area for implementation, and develop an implementation plan. Critical elements include:

1. Establish Leadership Team
2. Staff readiness and buy-in
3. Family engagement
4. Program-wide action plan
5. All classrooms demonstrate implementation of evidence-based practices
6. Procedures for responding to individual children
7. Staff capacity-building and support
8. Monitoring implementation and outcomes

Implementation score scale:

- 2.00 = In Place
- 1.00 = Partially in Place
- 0.00 = Not in Place



Internal Coach Contact Log

Jordan School District Internal Coach collected information on coaching visits, duration, and activities monthly. Analysis of internal coaching supports provided to teachers included strategies used, duration, and frequency of coaching. During SY2016, Internal Coaches conducted 100 coaching sessions with an average duration of 57 minutes.

Observation Coaching Strategies include:

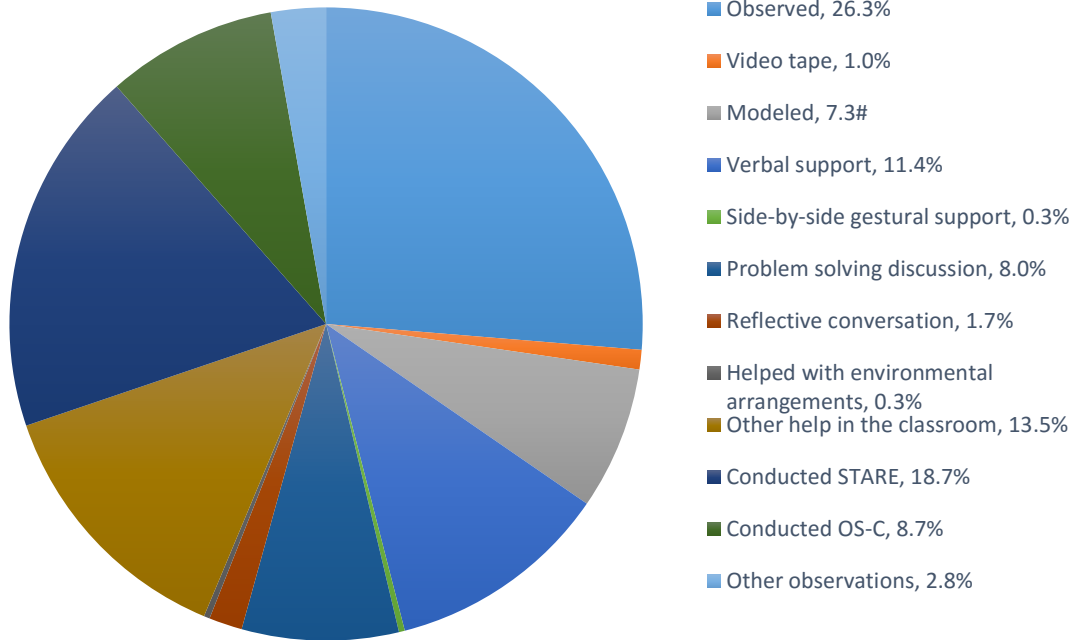
- Observed
- Video tape
- Modeled
- Collected data
- Verbal support
- Side-by-side gestural support
- Problem solving discussion
- Reflective conversation
- Helped environmental arrangements
- Other help in the classroom
- Conducted STARE
- Conducted OS-C
- Other observations

Meeting Coaching Strategies include:

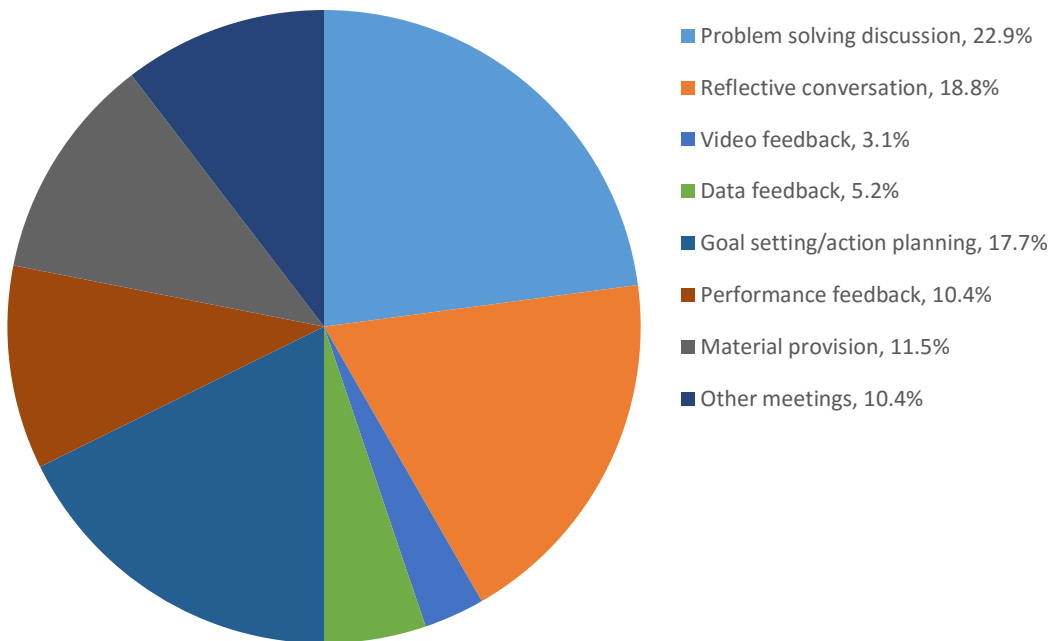
- Problem solving discussion
- Reflective conversation
- Helped with environmental arrangements
- Role play
- Video feedback
- Data feedback
- Goal setting/action planning
- Performance feedback
- Material provision
- Demonstration
- Other meetings

Note: Only the strategies used by Jordan School District are included on the graphs.

Observation Coaching Strategies



Meeting Coaching Strategies



RP² OS-C

The Observation Scale – Classroom (OS-C) is an assessment tool for internal coaches to use when observing classroom adults providing interventions to students. The RP²-OS is designed to measure the delivery of recommended practices to children who might need specialized instructional strategies and supports to promote their engagement in learning. Below are the four areas of practice and examples of recommended practices (click to view the complete [RP² OS-C](#) with all recommended practices).

Environment Practices:

- Teachers and paraeducators work with the family to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- Teachers and paraeducators work with families to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

Family Practices:

- Teachers and paraeducators build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- Teachers and paraeducators are responsive to the family's concerns, priorities, and changing life circumstances.

Instruction Practices:

- Teachers and paraeducators, with the family, identify skills to target for instruction that help a child be adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments.
- Teachers and paraeducators plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

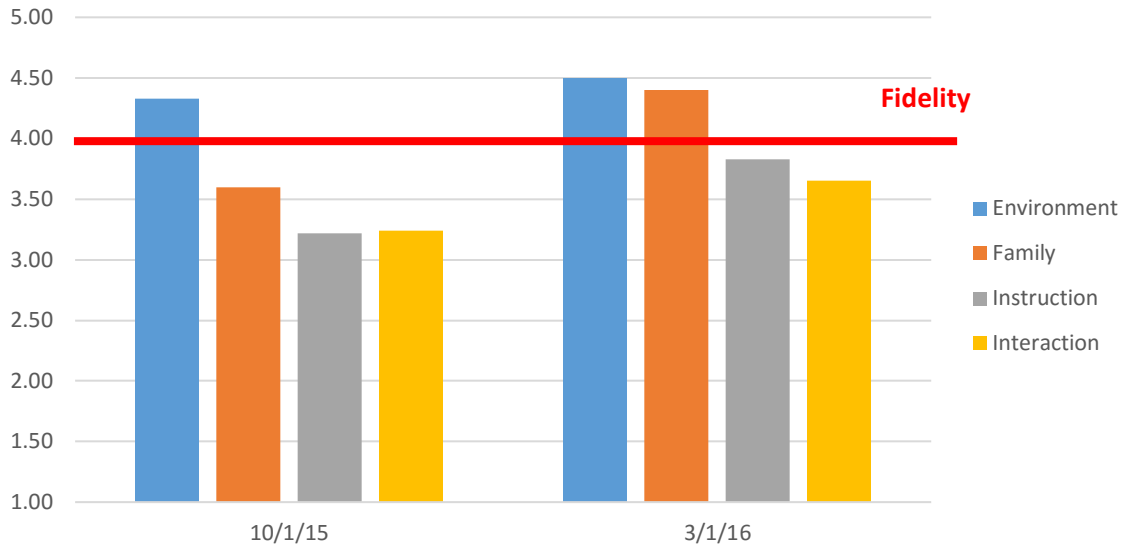
Interaction Practices:

- Teachers and paraeducators promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- Teachers and paraeducators promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support.

Implementation score scale:

- 5.00 = All indicators seen or reported across all relevant routines and environments
- 4.00 = Two or three indicators seen or reported across most but not all routines
- 3.00 = One or two indicators seen or reported sporadically
- 2.00 = One indicator seen or reported but many opportunities missed
- 1.00 = No indicators seen or reported

Note: The ECTA considers implementation fidelity at as 4.00 or higher



Ogden City School District and YMCA

Program Narrative

In implementing RP², it became evident to our teachers that we had a lot of work to do regarding parent outreach. As a team, we devised a survey (in English and Spanish) that was sent home to each parent. The answers that were received allowed teachers to utilize students' preferred items during school routines. The teachers also increased the amount of communications with parents in the forms of more notes home, increased numbers of phone calls, and home visits when necessary. The increase in parental outreach led to ongoing, trusting communication between home and school and let parents know that Ogden Preschool is invested in positive outcomes for all students.

Ogden Preschool is unique in that every classroom here is self-contained, with every student having some sort of disability. This proved challenging when it came to having typical peers modeling language and social skills. Two of the special education classrooms shared space with the YMCA classroom, and during work time (centers), the classes all co-mingled and played together. This provided the special education students with the opportunity to get those interactions with typical peers. Small and large group instruction, as well as snack time, were done by individual classrooms. Ogden Preschool uses the HighScope curriculum, while the YMCA program uses the We Can curriculum. These two curriculums are very different, and did not allow for mixing the students during small group instruction. Ogden Preschool also has an itinerant special education teacher who goes out to different sites within the school district boundaries to provide services to students in their typical preschool environment. We saw lots of gains in those students who were served on an itinerant basis in their typical preschool classroom. The special education teacher worked with regular teachers to help modify the environment for increased student success, she provided adaptive materials such as cube chairs and social stories, and she was able to provide strategies to the regular teachers for individual students who may have been struggling. These supports from the special education teacher were beneficial to the students who needed them, and it allowed for a mutually beneficial teaching experience for both the special education and regular teachers.

Ogden Preschool has made many strides in increasing our LRE numbers. Just a couple of years ago, the majority of special education preschoolers were served at the Ogden Preschool location. We had at least a 40% increase in the number of students we served in typical preschool settings in the 2015-16 school year. We realize we have more work to do to increase the opportunities for educating our special education students with typical peers. Our vision for the future is to try and bring typically developing preschoolers into the classrooms at Ogden Preschool. Eventually, we would like to have the classrooms at Ogden Preschool populated half with typically developing preschoolers, and the other half populated by children with disabilities.

Benchmarks of Quality

Ogden City School District and YMCA Leadership Team collected data on the implementation of the critical elements of program wide implementation components. The Leadership Team collected data pre-implementation and once annually and came to a consensus score. Collected data helps the Leadership Team determine program growth in implementation fidelity (e.g., percentage of steps fully implemented; implementation score), target area for implementation, and develop an implementation plan. Critical elements include:

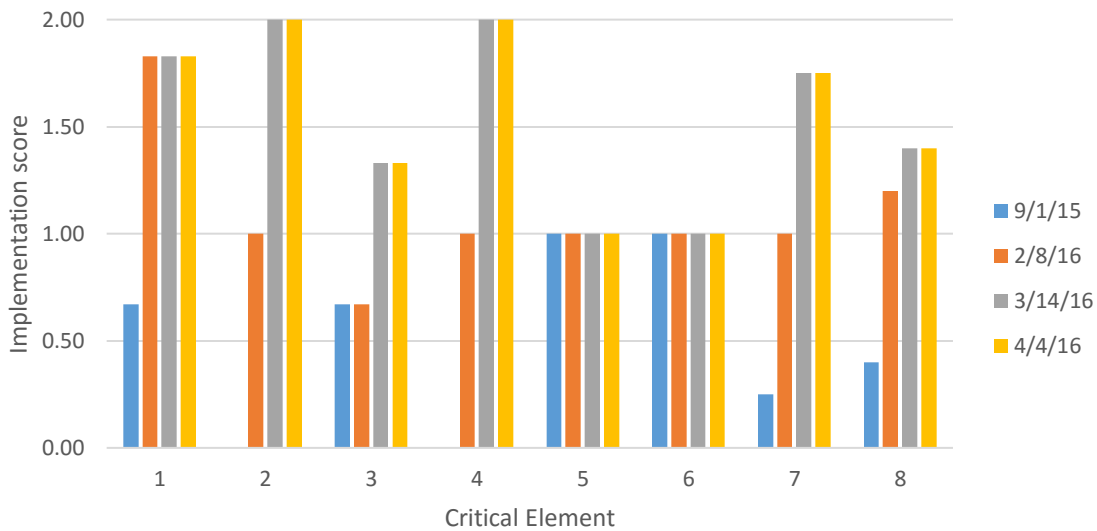
1. Establish Leadership Team
2. Staff readiness and buy-in
3. Family engagement
4. Program-wide action plan
5. All classrooms demonstrate implementation of evidence-based practices
6. Procedures for responding to individual children
7. Staff capacity-building and support
8. Monitoring implementation and outcomes

Implementation score scale:

2.00 = In Place

1.00 = Partially in Place

0.00 = Not in Place



Internal Coach Contact Log

Ogden City School District and YMCA Internal Coach collected information on coaching visits, duration, and activities monthly. Analysis of internal coaching supports provided to teachers included strategies used, duration, and frequency of coaching. During SY2016, Internal Coaches conducted 51 coaching sessions with an average duration of 28 minutes.

Observation Coaching Strategies include:

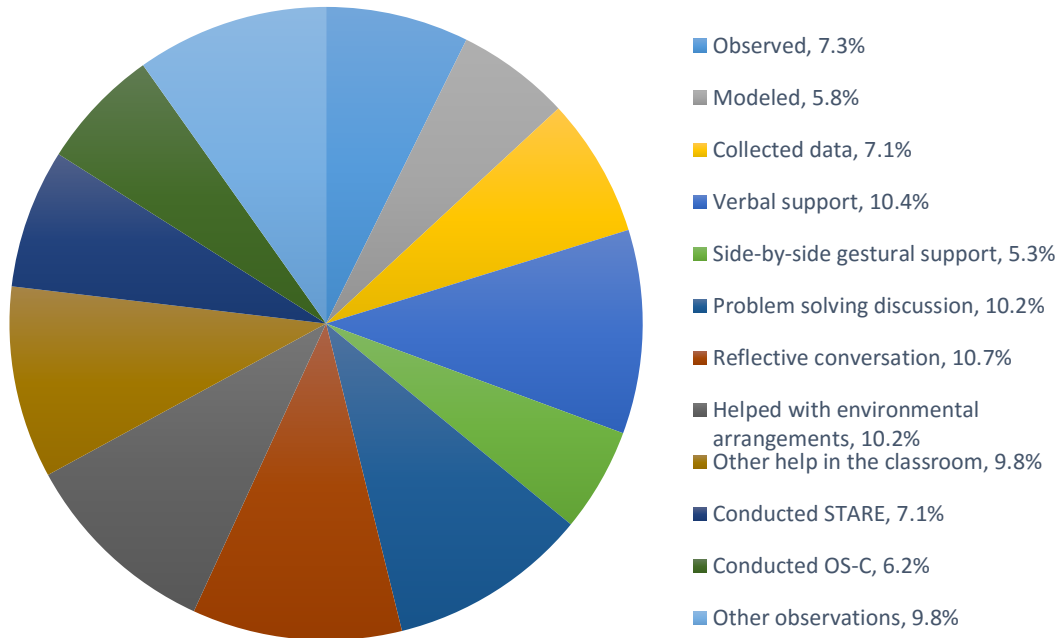
- Observed
- Video tape
- Modeled
- Collected data
- Verbal support
- Side-by-side gestural support
- Problem solving discussion
- Reflective conversation
- Helped environmental arrangements
- Other help in the classroom
- Conducted STARE
- Conducted OS-C
- Other observations

Meeting Coaching Strategies include:

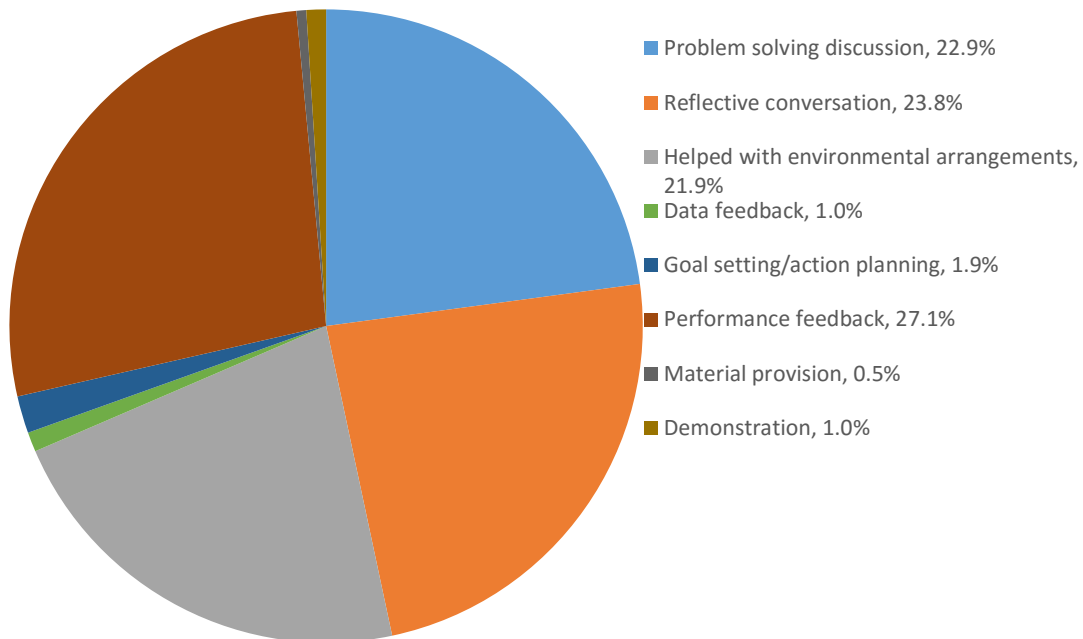
- Problem solving discussion
- Reflective conversation
- Helped with environmental arrangements
- Role play
- Video feedback
- Data feedback
- Goal setting/action planning
- Performance feedback
- Material provision
- Demonstration
- Other meetings

Note: Only the strategies used by Ogden City School District and YMCA are included on the graphs.

Observation Coaching Strategies



Meeting Coaching Strategies



RP² OS-C

The Observation Scale – Classroom (OS-C) is an assessment tool for internal coaches to use when observing classroom adults providing interventions to students. The RP²-OS is designed to measure the delivery of recommended practices to children who might need specialized instructional strategies and supports to promote their engagement in learning. Below are the four areas of practice and examples of recommended practices (click to view the complete [RP² OS-C](#) with all recommended practices).

Environment Practices:

- Teachers and paraeducators work with the family to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- Teachers and paraeducators work with families to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

Family Practices:

- Teachers and paraeducators build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- Teachers and paraeducators are responsive to the family's concerns, priorities, and changing life circumstances.

Instruction Practices:

- Teachers and paraeducators, with the family, identify skills to target for instruction that help a child be adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments.
- Teachers and paraeducators plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

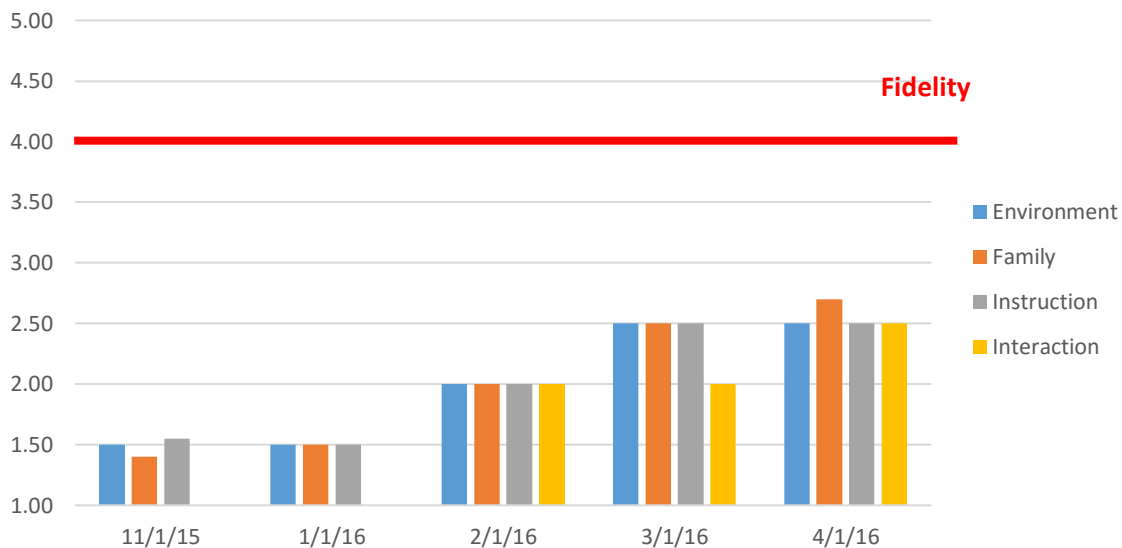
Interaction Practices:

- Teachers and paraeducators promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- Teachers and paraeducators promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support.

Implementation score scale:

- 5.00 = All indicators seen or reported across all relevant routines and environments
- 4.00 = Two or three indicators seen or reported across most but not all routines
- 3.00 = One or two indicators seen or reported sporadically
- 2.00 = One indicator seen or reported but many opportunities missed
- 1.00 = No indicators seen or reported

Note: The ECTA considers implementation fidelity at as 4.00 or higher



Sevier School District

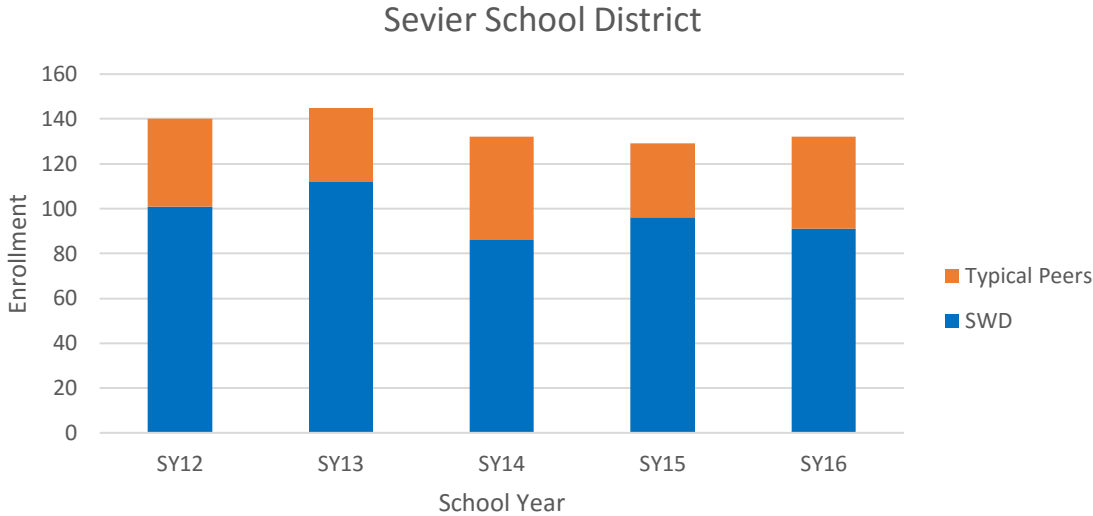
Program Narrative

Sevier School District, located in rural Utah, is challenged with having a large enough leadership team to have different individuals responsible for the required components of the RP² project (e.g., data collection, coaching, classroom observations, etc.). Instead, a single individual, the preschool director, performs all the roles and finds it difficult and challenging.

The district received HQSR-E (High Quality School Readiness Early Childhood) funding for three years beginning in 2016-17 School Year to expand the number of classrooms and provide preschool education to students who are TANF (Temporary Assistance to Needy Families) eligible or low income and at risk. This year Sevier School District increased its classroom sessions from 6 to 12 as well as increased the number of staff. The preschool director's goal is to add two more RP² implementation sites during 2017-2018 School Year and two more in 2018-2019 School Year.

Of Sevier School District's fifteen paraprofessionals involved in the preschool program, nine of them are currently enrolled in Child Development classes and in June 2017 will have completed the necessary requirements to obtain a CDA (Child Development Associates) Certificate. For 2017-2018 School Year, the preschool director plans to provide professional development to all staff, including teachers, using the RP² materials Jordan School District created for their preschool professionals.

Enrollment

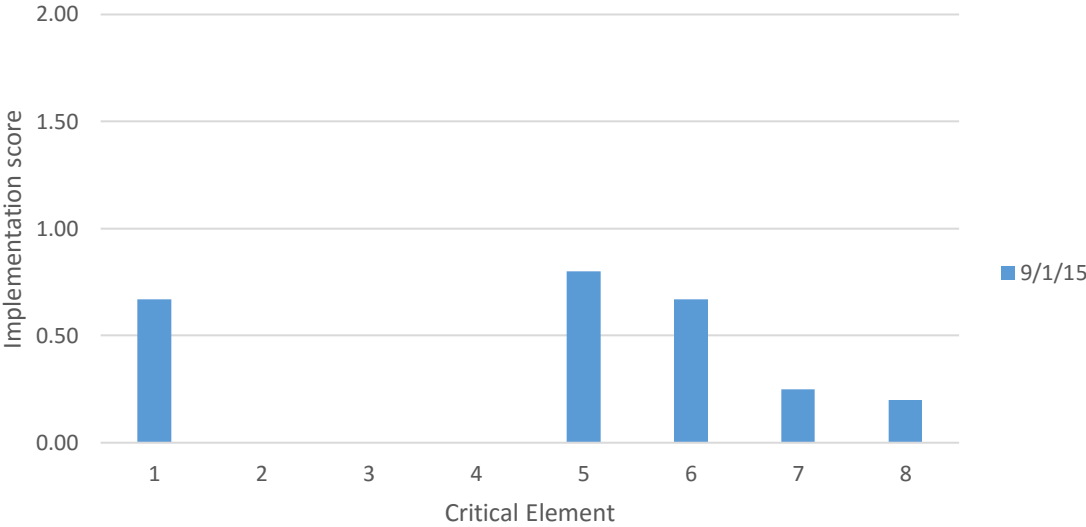


Benchmarks of Quality

Sevier School District Leadership Team collected data on the implementation of the critical elements of program wide implementation components. The Leadership Team collected data pre-implementation and once annually and came to a consensus score. Collected data helps the Leadership Team determine program growth in implementation fidelity (e.g., percentage of steps fully implemented; implementation score), target area for implementation, and develop an implementation plan. Critical elements include:

- 1. Establish Leadership Team
- 2. Staff readiness and buy-in
- 3. Family engagement
- 4. Program-wide action plan
- 5. All classrooms demonstrate implementation of evidence-based practices
- 6. Procedures for responding to individual children
- 7. Staff capacity-building and support
- 8. Monitoring implementation and outcomes

Implementation score scale:
2.00 = In Place
1.00 = Partially in Place
0.00 = Not in Place



Internal Coach Contact Log

Sevier School District Internal Coach collected information on coaching visits, duration, and activities monthly. Analysis of internal coaching supports provided to teachers included strategies used, duration, and frequency of coaching. During SY2016, Internal Coaches conducted 50 coaching sessions with an average duration of 33 minutes.

Observation Coaching Strategies include:

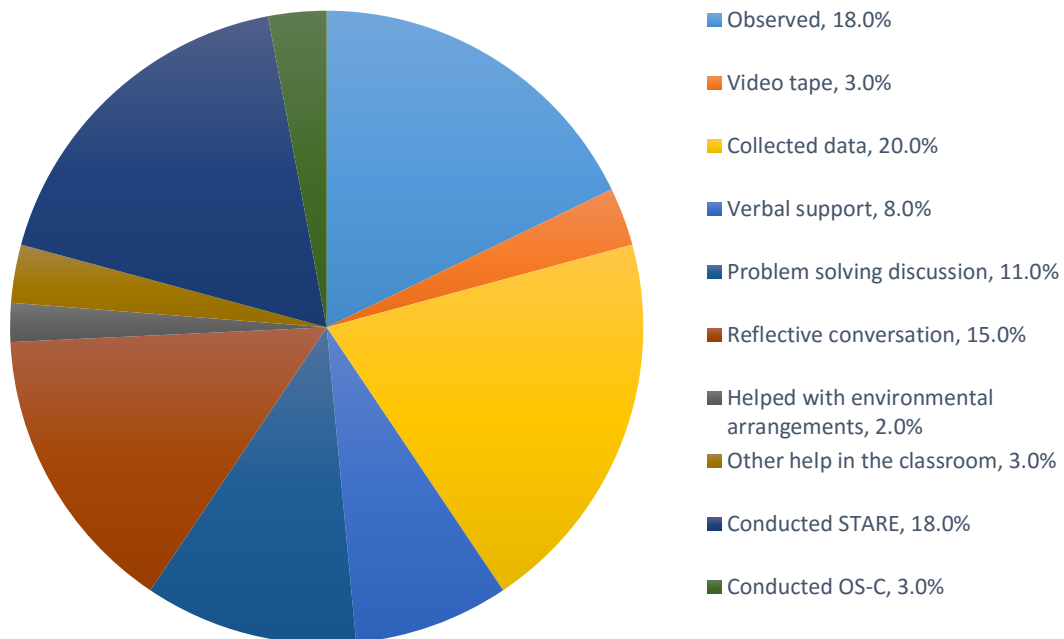
- Observed
- Video tape
- Modeled
- Collected data
- Verbal support
- Side-by-side gestural support
- Problem solving discussion
- Reflective conversation
- Helped environmental arrangements
- Other help in the classroom
- Conducted STARE
- Conducted OS-C
- Other observations

Meeting Coaching Strategies include:

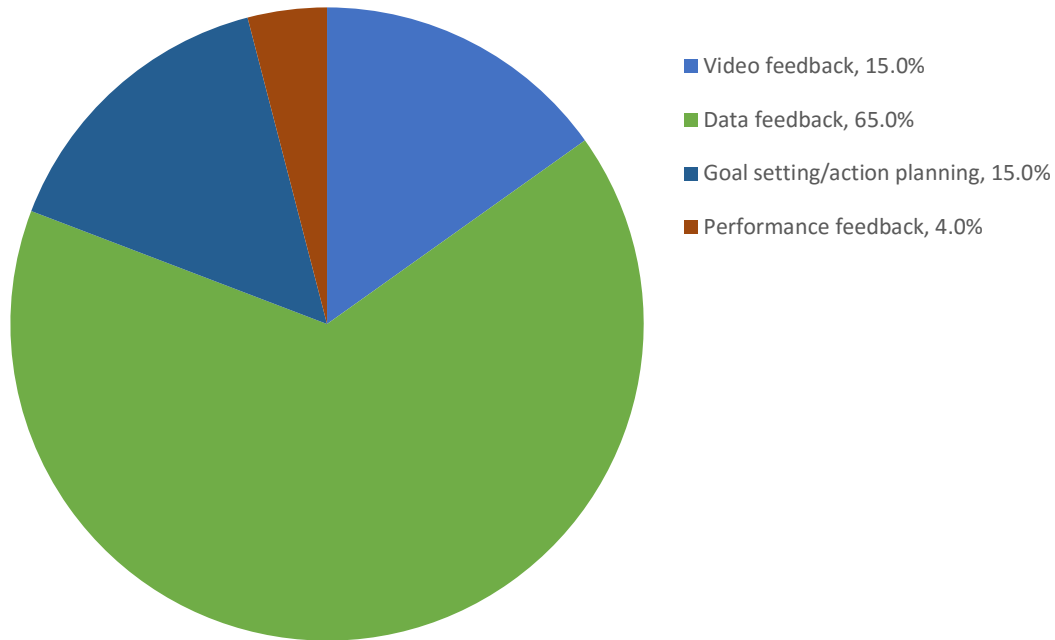
- Problem solving discussion
- Reflective conversation
- Helped with environmental arrangements
- Role play
- Video feedback
- Data feedback
- Goal setting/action planning
- Performance feedback
- Material provision
- Demonstration
- Other meetings

Note: Only the strategies used by Sevier School District are included on the graphs.

Observation Coaching Strategies



Meeting Coaching Strategies



RP² OS-C

The Observation Scale – Classroom (OS-C) is an assessment tool for internal coaches to use when observing classroom adults providing interventions to students. The RP²-OS is designed to measure the delivery of recommended practices to children who might need specialized instructional strategies and supports to promote their engagement in learning. Below are the four areas of practice and examples of recommended practices (click to view the complete [RP² OS-C](#) with all recommended practices).

Environment Practices:

- Teachers and paraeducators work with the family to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- Teachers and paraeducators work with families to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

Family Practices:

- Teachers and paraeducators build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- Teachers and paraeducators are responsive to the family's concerns, priorities, and changing life circumstances.

Instruction Practices:

- Teachers and paraeducators, with the family, identify skills to target for instruction that help a child be adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments.
- Teachers and paraeducators plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

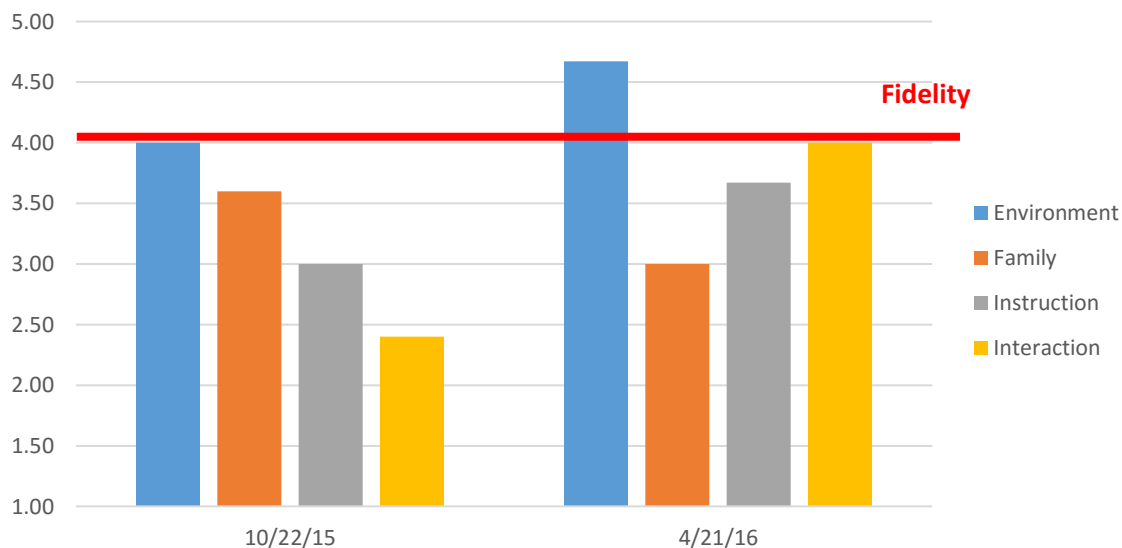
Interaction Practices:

- Teachers and paraeducators promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- Teachers and paraeducators promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support.

Implementation score scale:

- 5.00 = All indicators seen or reported across all relevant routines and environments
- 4.00 = Two or three indicators seen or reported across most but not all routines
- 3.00 = One or two indicators seen or reported sporadically
- 2.00 = One indicator seen or reported but many opportunities missed
- 1.00 = No indicators seen or reported

Note: The ECTA considers implementation fidelity at as 4.00 or higher



Washington County School District

Benchmarks of Quality

Washington County School District Leadership Team collected data on the implementation of the critical elements of program wide implementation components. The Leadership Team collected data pre-implementation and once annually and came to a consensus score. Collected data helps the Leadership Team determine program growth in implementation fidelity (e.g., percentage of steps fully implemented; implementation score), target area for implementation, and develop an implementation plan. Critical elements include:

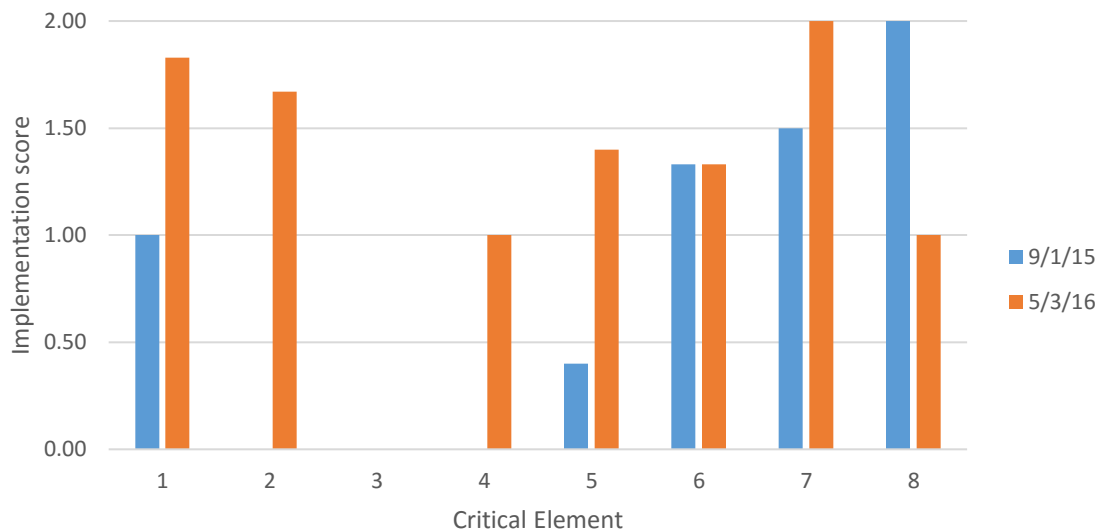
1. Establish Leadership Team
2. Staff readiness and buy-in
3. Family engagement
4. Program-wide action plan
5. All classrooms demonstrate implementation of evidence-based practices
6. Procedures for responding to individual children
7. Staff capacity-building and support
8. Monitoring implementation and outcomes

Implementation score scale:

2.00 = In Place

1.00 = Partially in Place

0.00 = Not in Place



Internal Coach Contact Log

Washington County School District Internal Coach collected information on coaching visits, duration, and activities monthly. Analysis of internal coaching supports provided to teachers included strategies used, duration, and frequency of coaching. During SY2016, Internal Coaches conducted 149 coaching sessions with an average duration of 63 minutes.

Observation Coaching Strategies include:

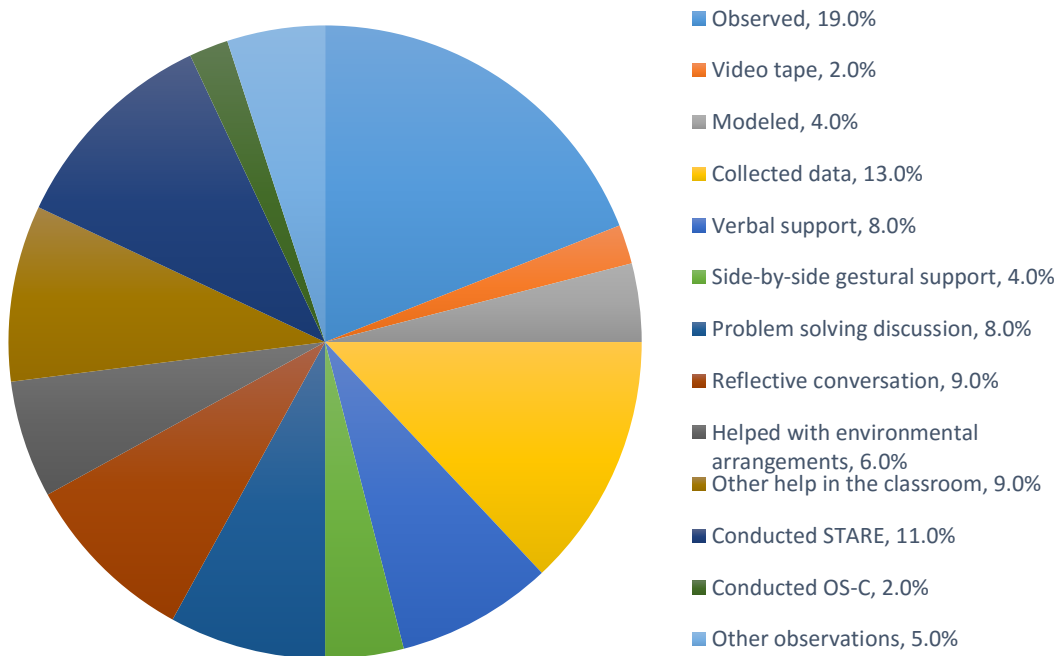
- Observed
- Video tape
- Modeled
- Collected data
- Verbal support
- Side-by-side gestural support
- Problem solving discussion
- Reflective conversation
- Helped environmental arrangements
- Other help in the classroom
- Conducted STARE
- Conducted OS-C
- Other observations

Meeting Coaching Strategies include:

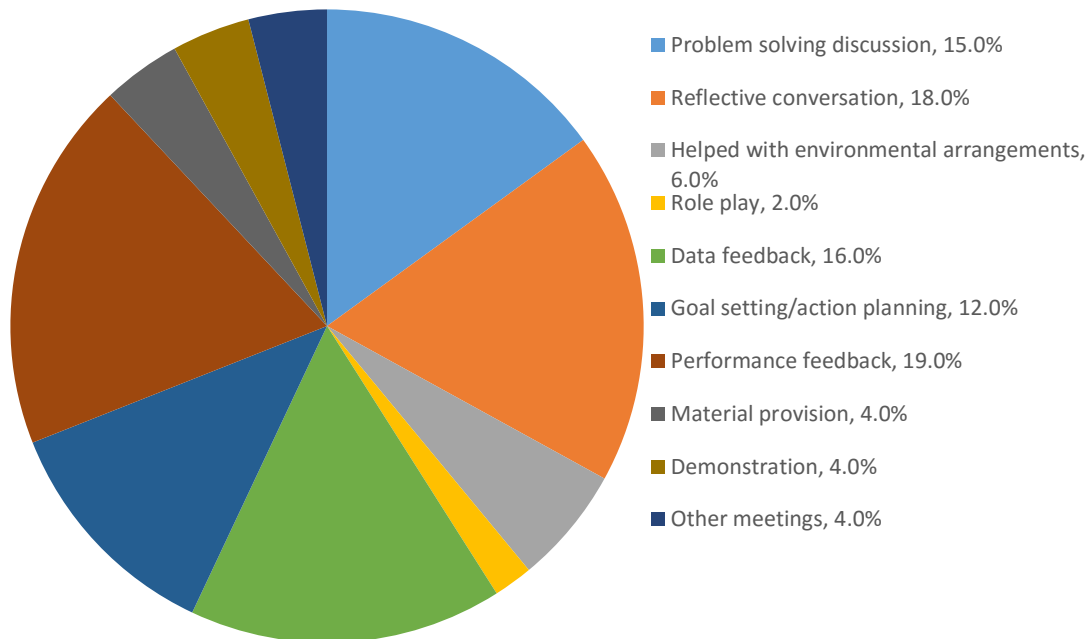
- Problem solving discussion
- Reflective conversation
- Helped with environmental arrangements
- Role play
- Video feedback
- Data feedback
- Goal setting/action planning
- Performance feedback
- Material provision
- Demonstration
- Other meetings

Note: Only the strategies used by Washington County School District are included on the graphs.

Observation Coaching Strategies



Meeting Coaching Strategies



RP² OS-C

The Observation Scale – Classroom (OS-C) is an assessment tool for internal coaches to use when observing classroom adults providing interventions to students. The RP²-OS is designed to measure the delivery of recommended practices to children who might need specialized instructional strategies and supports to promote their engagement in learning. Below are the four areas of practice and examples of recommended practices (click to view the complete [RP² OS-C](#) with all recommended practices).

Environment Practices:

- Teachers and paraeducators work with the family to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- Teachers and paraeducators work with families to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

Family Practices:

- Teachers and paraeducators build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- Teachers and paraeducators are responsive to the family's concerns, priorities, and changing life circumstances.

Instruction Practices:

- Teachers and paraeducators, with the family, identify skills to target for instruction that help a child be adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments.
- Teachers and paraeducators plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

Interaction Practices:

- Teachers and paraeducators promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- Teachers and paraeducators promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support.

Implementation score scale:

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- 4.00 = Two or three indicators seen or reported across most but not all routines
- 3.00 = One or two indicators seen or reported sporadically
- 2.00 = One indicator seen or reported but many opportunities missed
- 1.00 = No indicators seen or reported

Note: The ECTA considers implementation fidelity at as 4.00 or higher

