

State Personnel Development Grants
Performance Measure Summary
August 26, 2005

| OSEP LONG-TERM PERFORMANCE | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Long-term Goal | <p>Personnel¹ trained under programs supported by SPDG will have the knowledge and skills to deliver scientifically or evidence-based² practices to children with disabilities.</p> <p>The use of a scientific-or evidence-based instructional/behavioral practice will be implemented on a statewide or district-wide basis.</p> |
| Long-term Measure | <p>The percentage of personnel completing training supported by SPDG that are knowledgeable and skilled in scientifically- or evidence-based practices for children with disabilities.</p> <p>The percentage of SPDG projects that successfully replicate the use of a scientific-or evidence-based instructional/behavioral practice on a statewide or district-wide basis.</p> |
| Target Areas | Literacy, Behavior, Instructional Strategies, Early Intervention and Inclusive Practices. |

Purpose: To assist SEAs in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities.

Program Objectives:

- Provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of, infants toddlers, preschoolers, and children with disabilities.
- Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.
- Implement strategies that are effective in meeting the requirements described in section 612(a)(14) of IDEA to take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services.

¹ Personnel means special education teachers, regular education teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel serving infants, toddlers, preschoolers, or children with disabilities, except where a particular category of personnel, such as related services personnel. (Sec 651(b))

² Evidence-based practices will only be used when scientifically-based practices do not exist. Evidence-based practices have a research base but not one that meets the IES standards for “Meets Evidence Standards” or “Meets Evidence Standards with Reservations”.

State Personnel Development Grants
Performance Measure Summary
August 26, 2005

Program Objective:

1. Provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of infants, toddlers, preschoolers, and children with disabilities.

Indicator 1.1: The percent of personnel receiving professional development through the SPDG based on scientific-or evidence-based instructional practices.

Source/Method: Expert review of project performance reports which will specify, based on the performance measure, statistical information on the number of personnel who receive professional development and the number that receive professional development based on scientific-or evidence-based instructional practices.

Frequency: Annually

Notes on the indicator: Performance on each of the target areas will be evaluated sequentially based on when expert panels can be convened to list the scientifically- or evidence-based practices related to each target area. The list of scientifically or evidence-based practices will need to be updated regularly. The schedule for that has yet to be determined.

Indicator 1.2: The percentage of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (SPP).

Source/Method: MSIP staff review of project performance reports to determine alignment with SPPs.

2. Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.

Indicator 2.1: The percentage of professional development/training activities provided through the SPDG based on scientific-or evidence-based instructional/behavioral practices.

Source/Method: Expert review of project performance reports which will specify, based on the performance measure, statistical information on the content of professional development activities relative to whether they are addressing scientific-or evidence-based instructional/behavioral.

Source/Method: Expert panel review of performance reports.

Frequency: Annual

State Personnel Development Grants
Performance Measure Summary
August 26, 2005

Indicator 2.2: The percentage of professional development/training activities based on scientific-or evidence-based instructional/behavioral practices, provided through the SPDG, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.).

Source/Method: Expert review of project performance reports which will specify, based on the performance measure, statistical information on the follow-up activities to used to sustain professional development/training.

Frequency: Annual

3. Implement strategies that are effective in meeting the requirements described in section 612(a)(14) of IDEA to take measurable steps to recruit, hire, train and retain highly qualified personnel in areas of greatest need to provide special education and related services.

Indicator 3.1: In States with SPDG projects that have special education teacher retention as a goal, the Statewide percentage of highly qualified special education teachers in State identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first three years of employment.

Source/Method: Expert review of project performance reports which will specify, based on the performance measure, retention rates of special educators.

Frequency: Biennial