

Kansas State Personnel Development Grant 84.323A Abstract

The 2012-2017 Kansas State Personnel Development Grant (SPDG) will facilitate effective learning support for students with disabilities in academically-demanding learning environments and will ensure district personnel have the knowledge and skills needed to provide high-quality education for all students. The proposed plan, based on a thorough analysis of state data and extensive stakeholder input, will focus on evidence-based instructional practices within schools as well as ensuring educators receive sustained professional development needed to be effective and to remain in the field. The Kansas SPDG will support knowledge, skills, and practices necessary for implementation of the current KSDE statewide priorities (e.g., Kansas Multi-Tier System of Supports, Kansas Common Core State Standards, Kansas Educator Evaluation Protocol) and align with the State Board of Education's goals and the State Performance Plan. In addition, it will build on the activities implemented in the previous SPDG.

Specifically, the Kansas SPDG will focus on three primary objectives with family engagement practices integrated within each activity. Within each activity, educators from early childhood through high school will be encouraged to participate.

1. *Statewide implementation of evidence-based mentoring for early career special education teachers.* Year-long online mentoring will be available to all early career special educators. Additional teachers of the visually impaired and deaf will be recruited and supported to obtain endorsements prior to participating in mentoring.
2. *Implementation of effective co-teaching methods across districts.* Teacher teams, with administrative support, will expand the implementation of evidence-based instructional strategies through structured co-teaching processes.
3. *Expansion of tertiary behavior supports within MTSS.* Building upon the MTSS framework and universal-level implementation, district teams (including parents) will integrate effective processes for the identification of students' tertiary behavior support needs and the implementation of evidence-based behavior support strategies.

These objectives will be carried out following implementation science: sustained professional development and coaching, with continuous feedback and improved implementation of competency, capacity, and leadership components (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Implementation outcomes and fidelity of implementation will be measured at all levels (state, district, school, educator) to create self-correcting feedback loops used to continually improve the activities. The impact on students will be evaluated within each activity as well as within the Kansas Educator Evaluation Protocol to identify teacher professional development needs (Competitive Priority) and continually improve SPDG implementation.

The SPDG will increase the retention of special education teachers in the field, the implementation of sustained evidence-based practices that support student academic and behavior performance, the meaningful inclusion of students with disabilities in the least restrictive environment, and the facilitation of family engagement to support student success. The proposed project will have a significant impact on the quality of Kansas educational services for students with disabilities and their peers.