



Professional Learning and Coaching Report

2016-2017 School Year

Prepared by:
Professional Learning Team

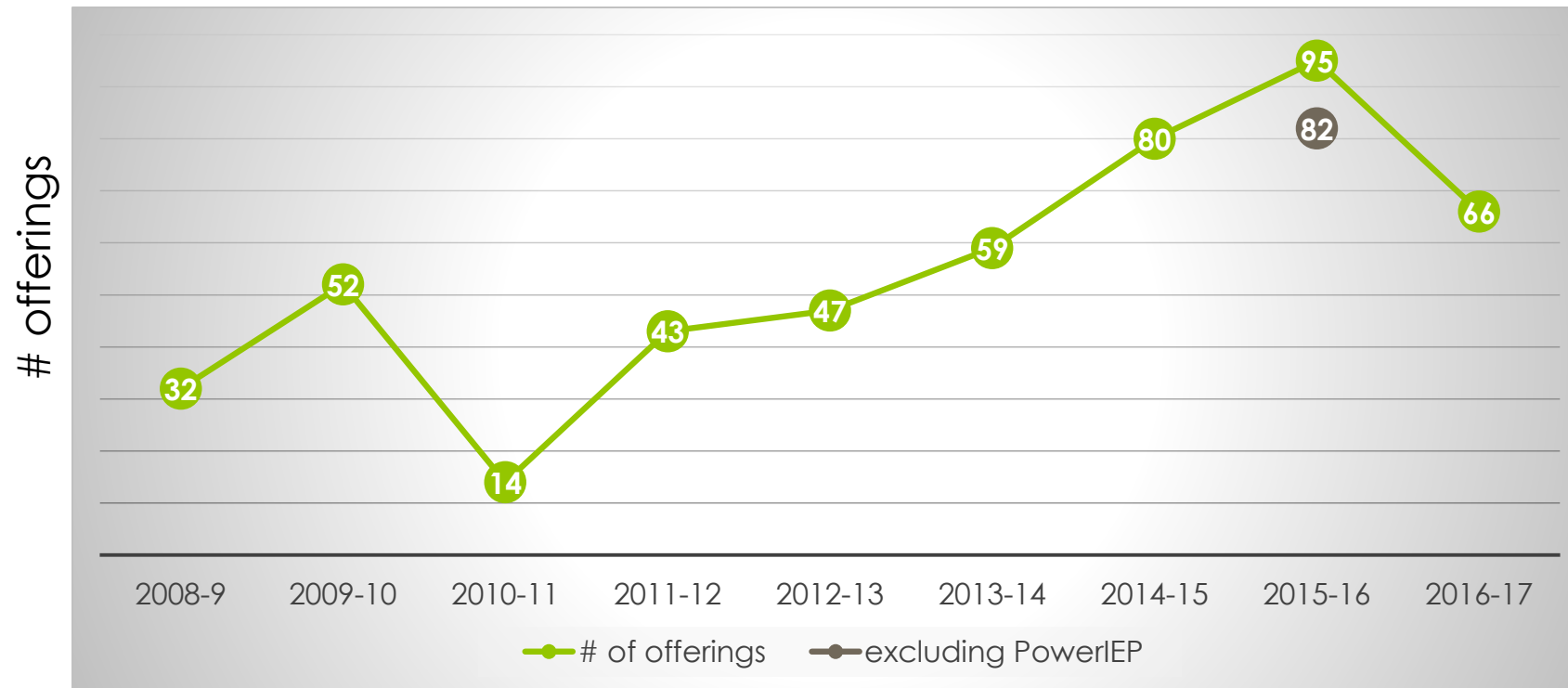
Conceptual Framework for Professional Learning



Adopted 8/13

Professional Development Trends

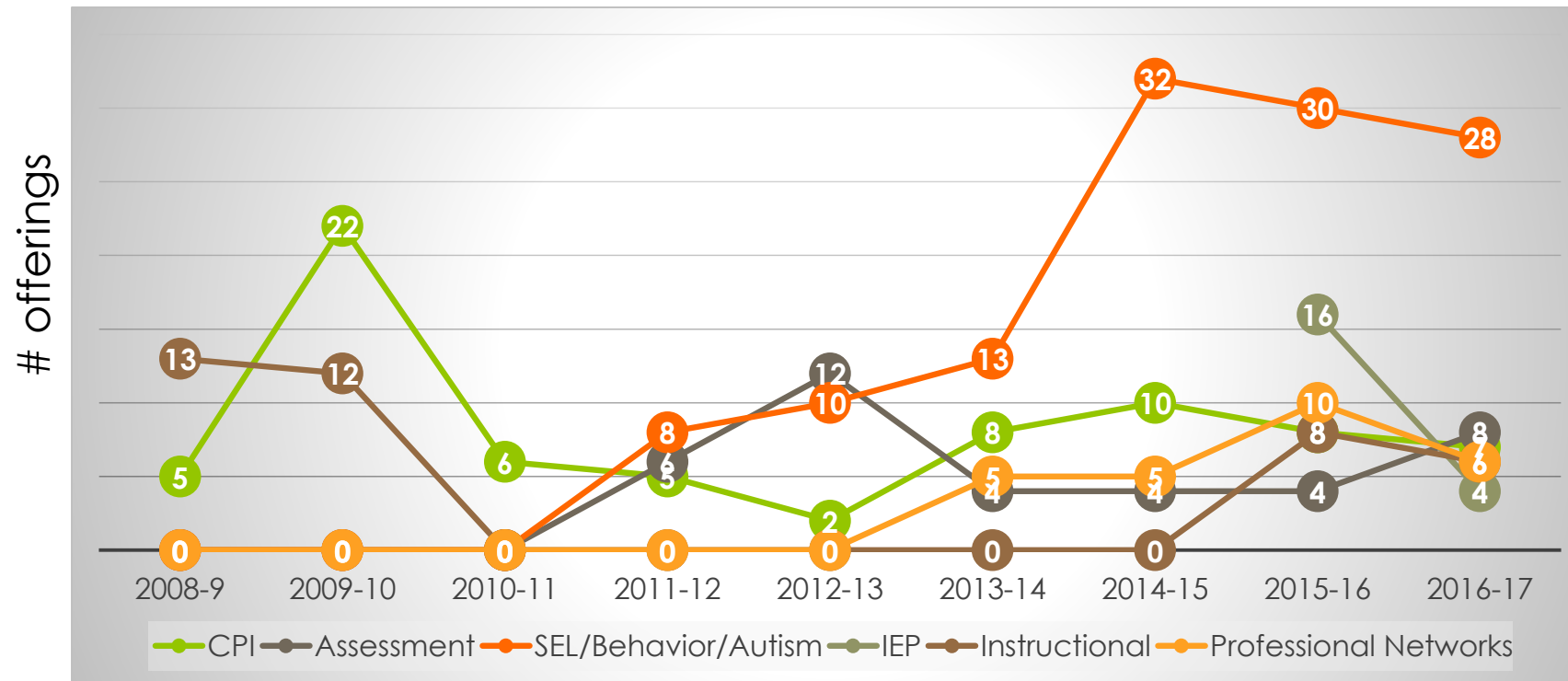
(by number of offerings)



*please see handout for data table

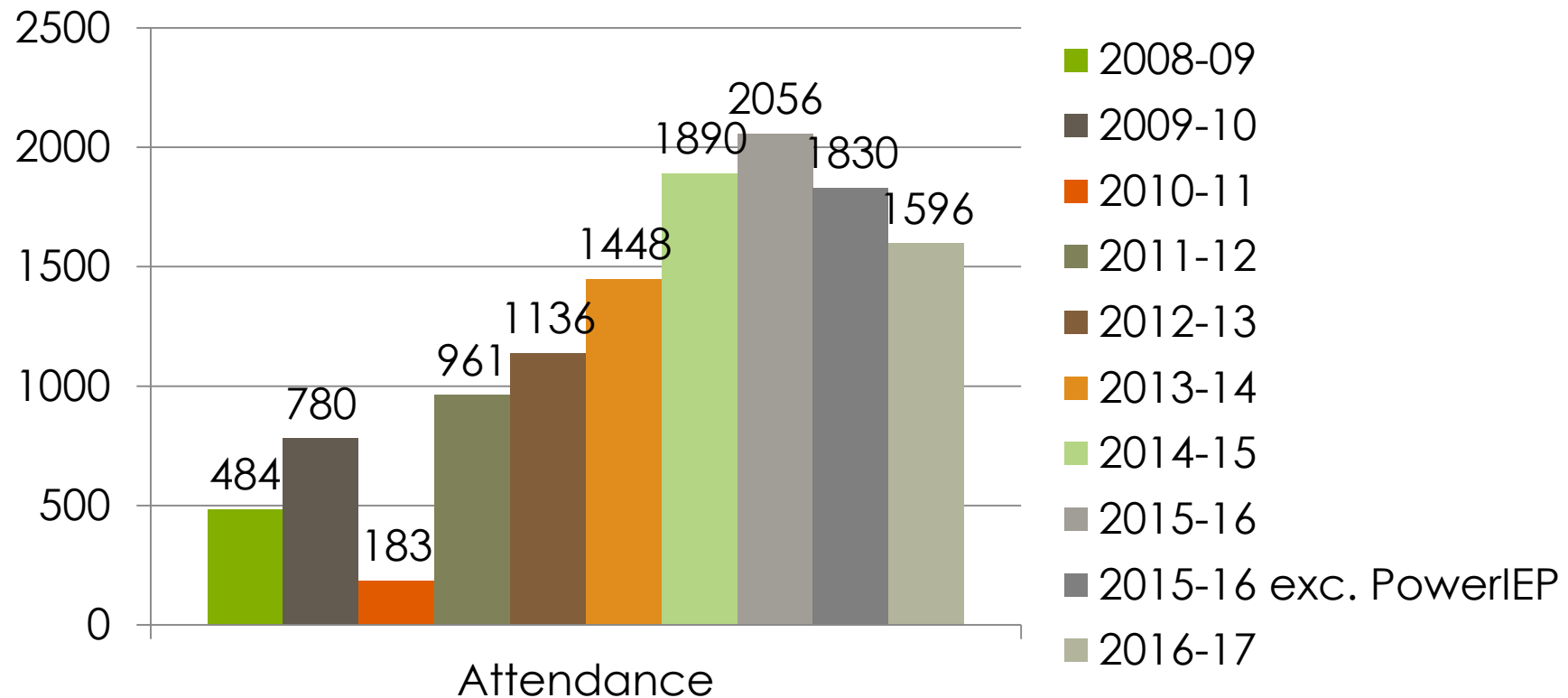
Professional Development Trends

(by topic)



*please see handout
for data table

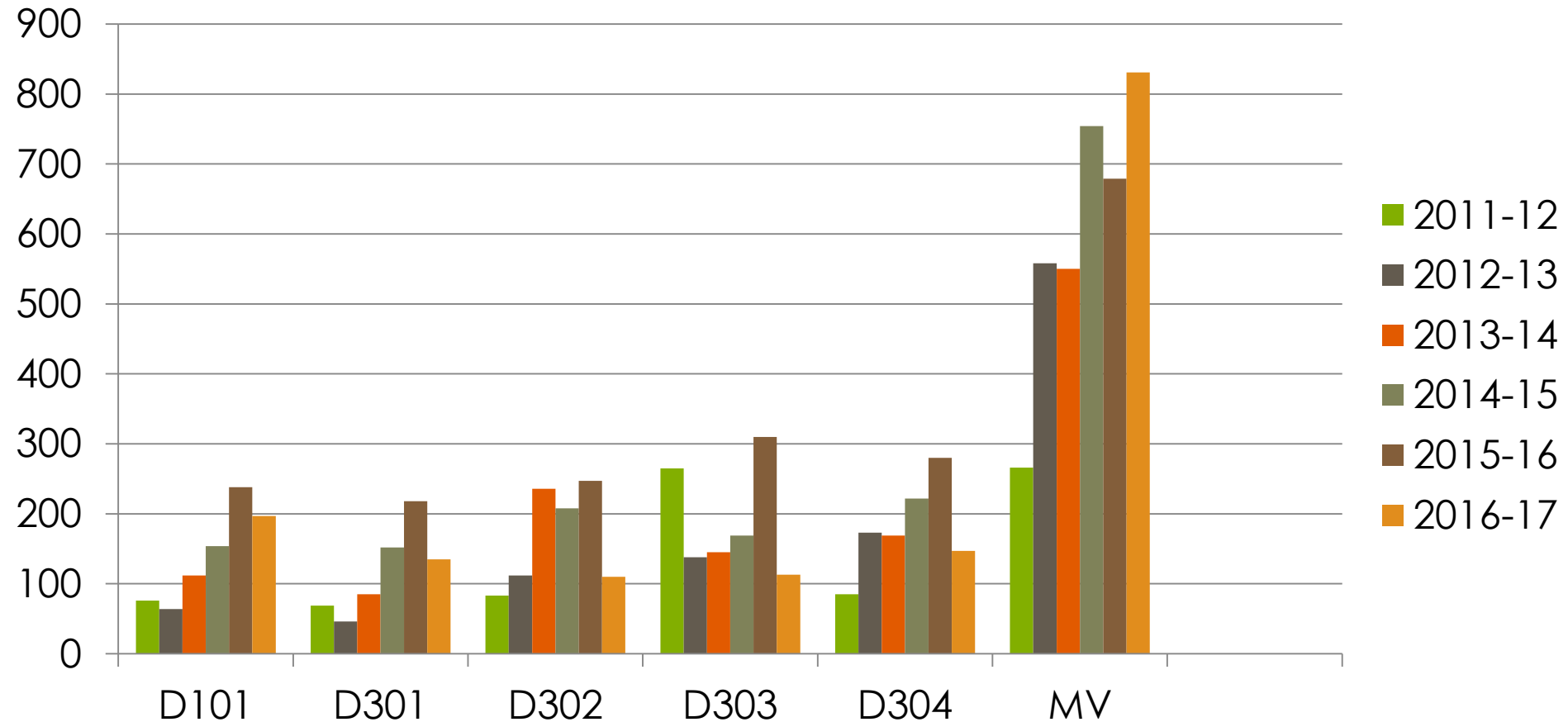
Professional Development Trends (by attendance)



*please see handout
for data table

Professional Development

(attendance by district)



*please see handout
for data table

2016-17 Behavioral/Instructional and Coaching Services

Training and Coaching:

	Projected	Actual	2015-16
Overall % of time training/coaching	91%	88%	78%
CHAMPS	19%	22%	21%
Autism	14%	12%	21%
FBA/BIP	47%	40%	33%
MTSS	7%	8%	0%
Other (Assessment, Program, Instructional, CPI)	4%	6%	3%

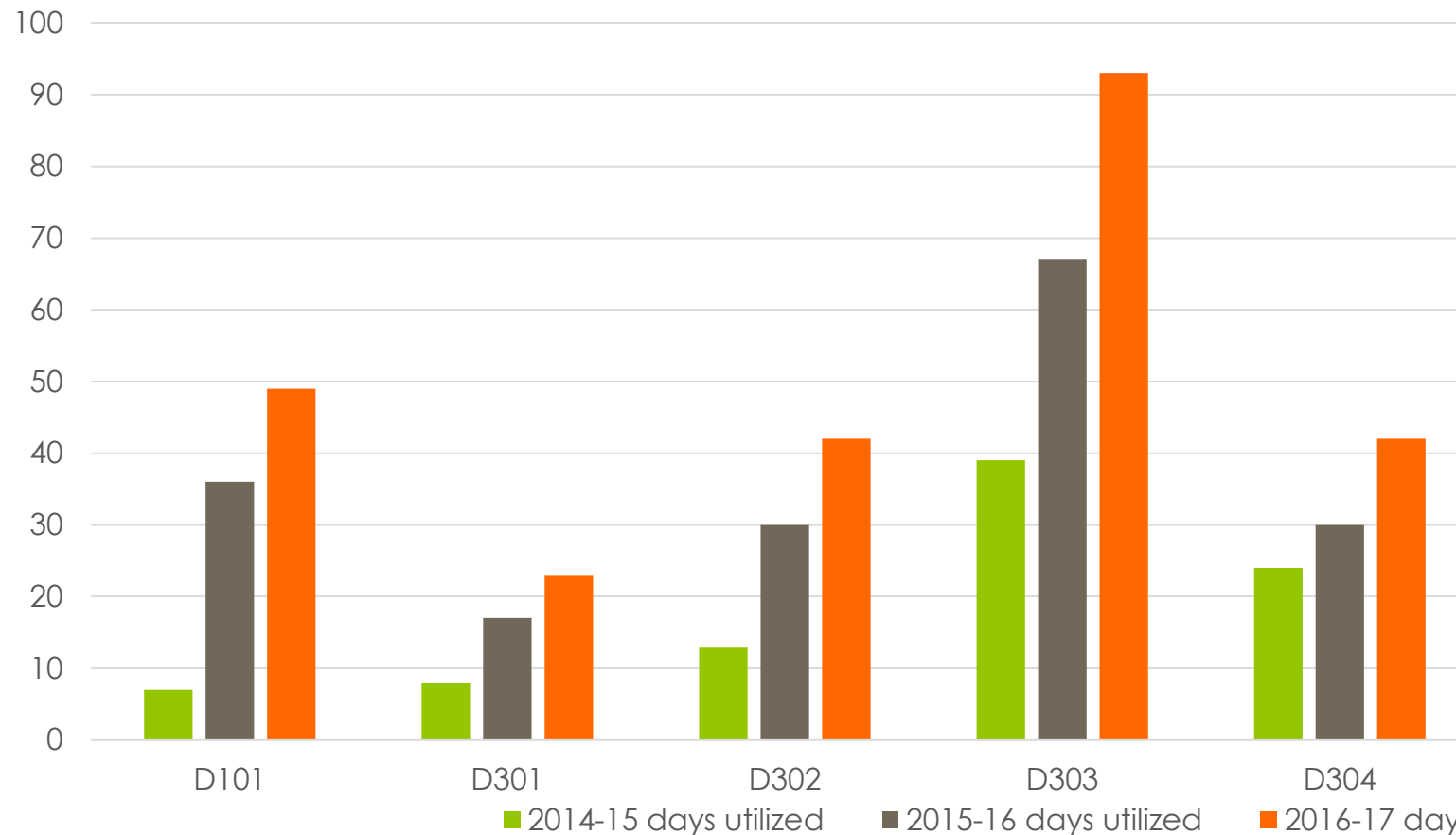
Stand Alone:

	Projected	Actual	2015-16
Overall % of time in stand alone activities	9%	12%	22%
Individual Student Collaborations	9%	12%	16%

* Usage can be changed based on district needs and request

Behavioral and Instructional Coaching Support

(Utilization by district)



Of the days allocated,
each district utilized the
following percentages:

D101: 90%

D301: 98%

D302: 111%

D303: 77%

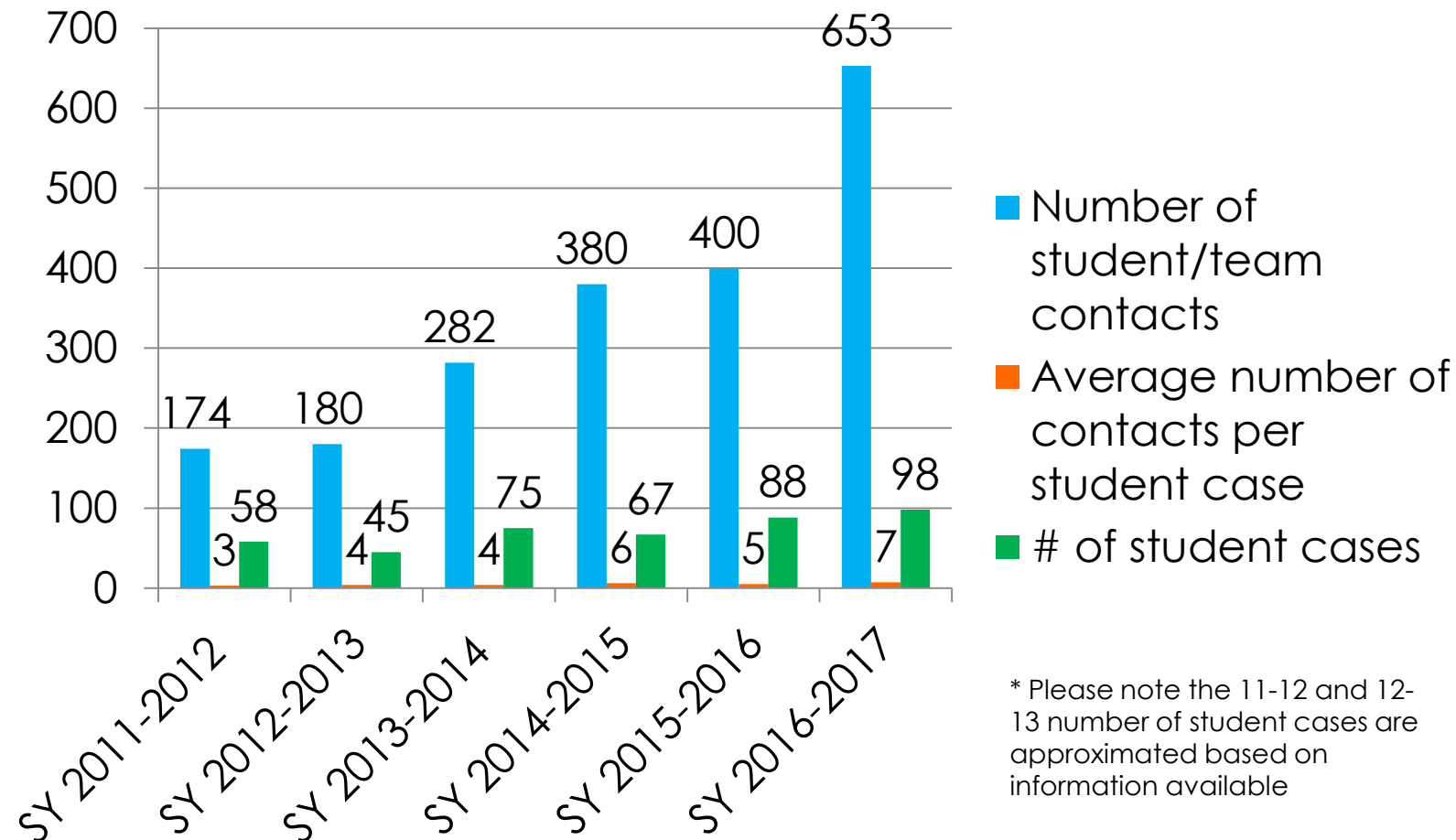
D304: 72%

Overall: 84%

*please see handout
for data table

Supports to Individual Student Teams

(Including students supported through coaching and individual student requests)



CHAMPS Implementation

16-17 Goals

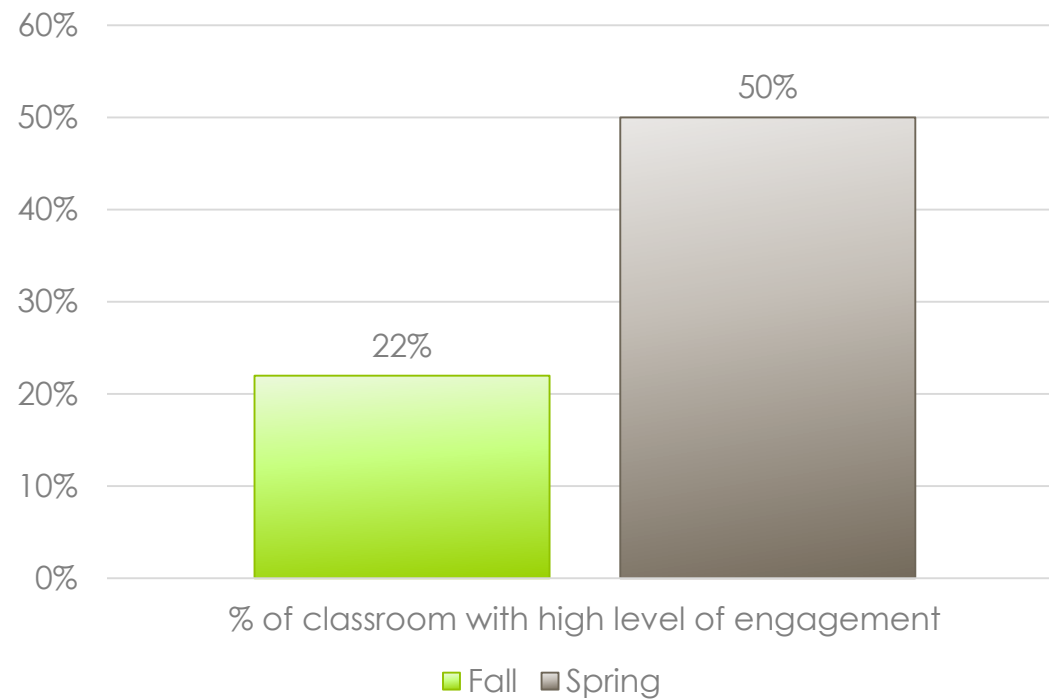
Approximately 100 teachers engaged in coaching process

- Engagement
 - Activity participating in the learning
 - Attending to the learning (learner characteristics)
 - Alignment with expectations
 - Student Independence

CHAMPS implementation data

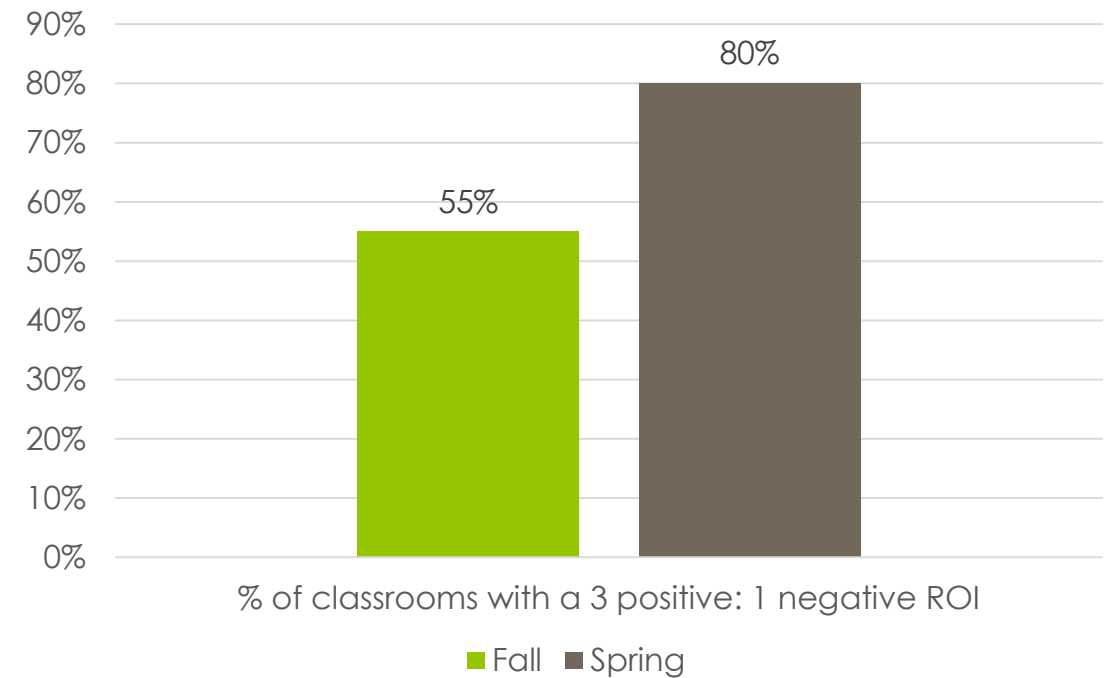
D303/D304

Engagement



D303

Ratio of Interactions



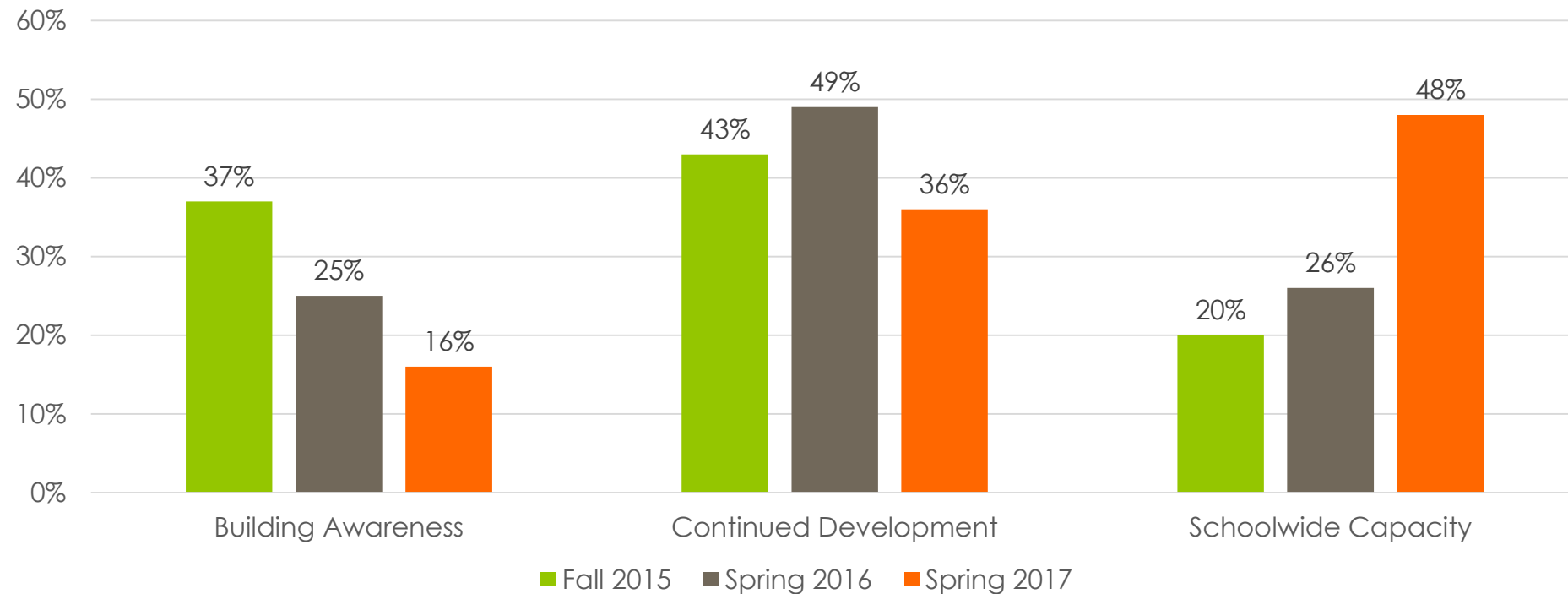
Autism Implementation

16-17 Goals

5 teams engaged in the coaching process

- Increase the knowledge about ASD among all staff
- Increase the engagement of students with ASD with general education peers
- Assessment for instructional planning with limited language skills
- Increasing student independence

Growth from Building Awareness toward School Wide Capacity



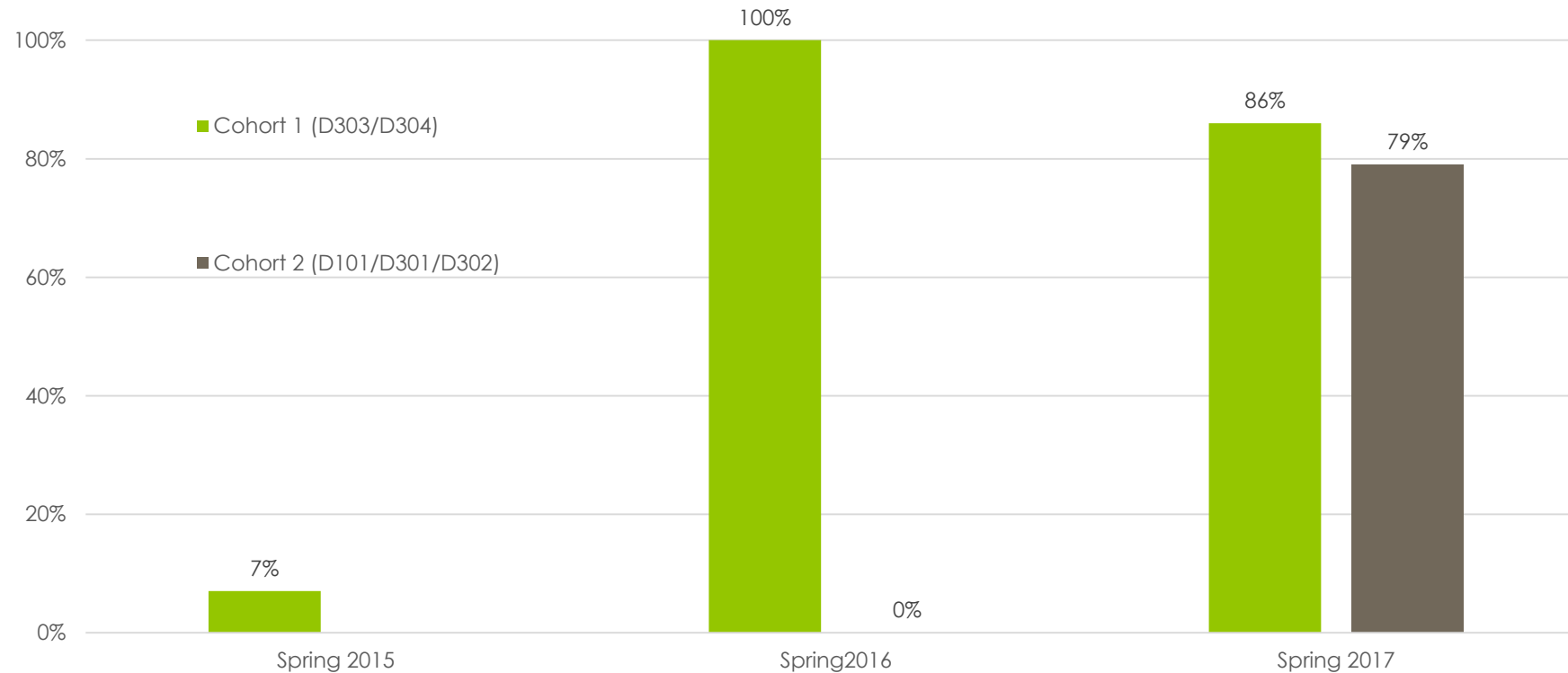
FBA/BIP Implementation

16-17 Goals

43 teams engaged in coaching process

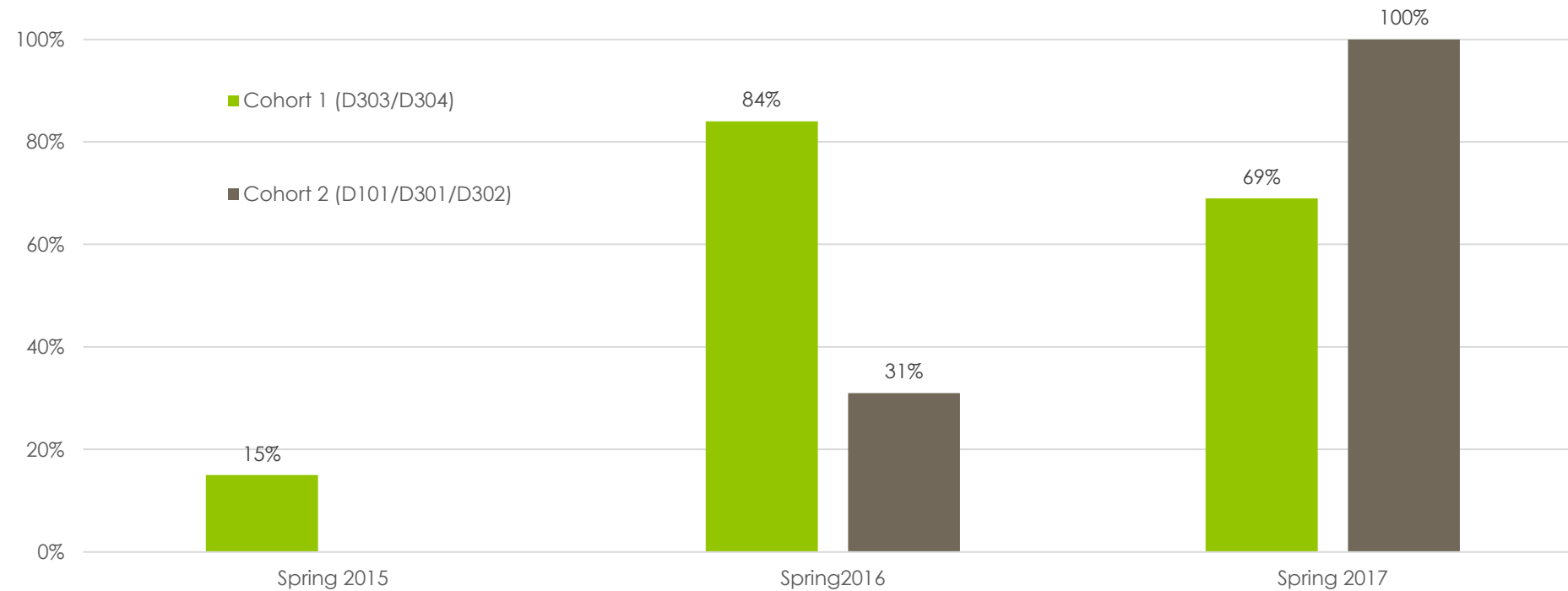
- FBAs and BIPS that are technically adequate
- BIPs that are linked directly to FBA
- Plan implementation
 - Coaching staff on the use of strategies within the classroom setting
- Plan evaluation
 - Implementation fidelity
 - Student outcome

% of FBA components evident in **80% or more** of FBAs



Cohort 1 (D303 and D304)

% of BIP components evident in **50% or more** of BIPs

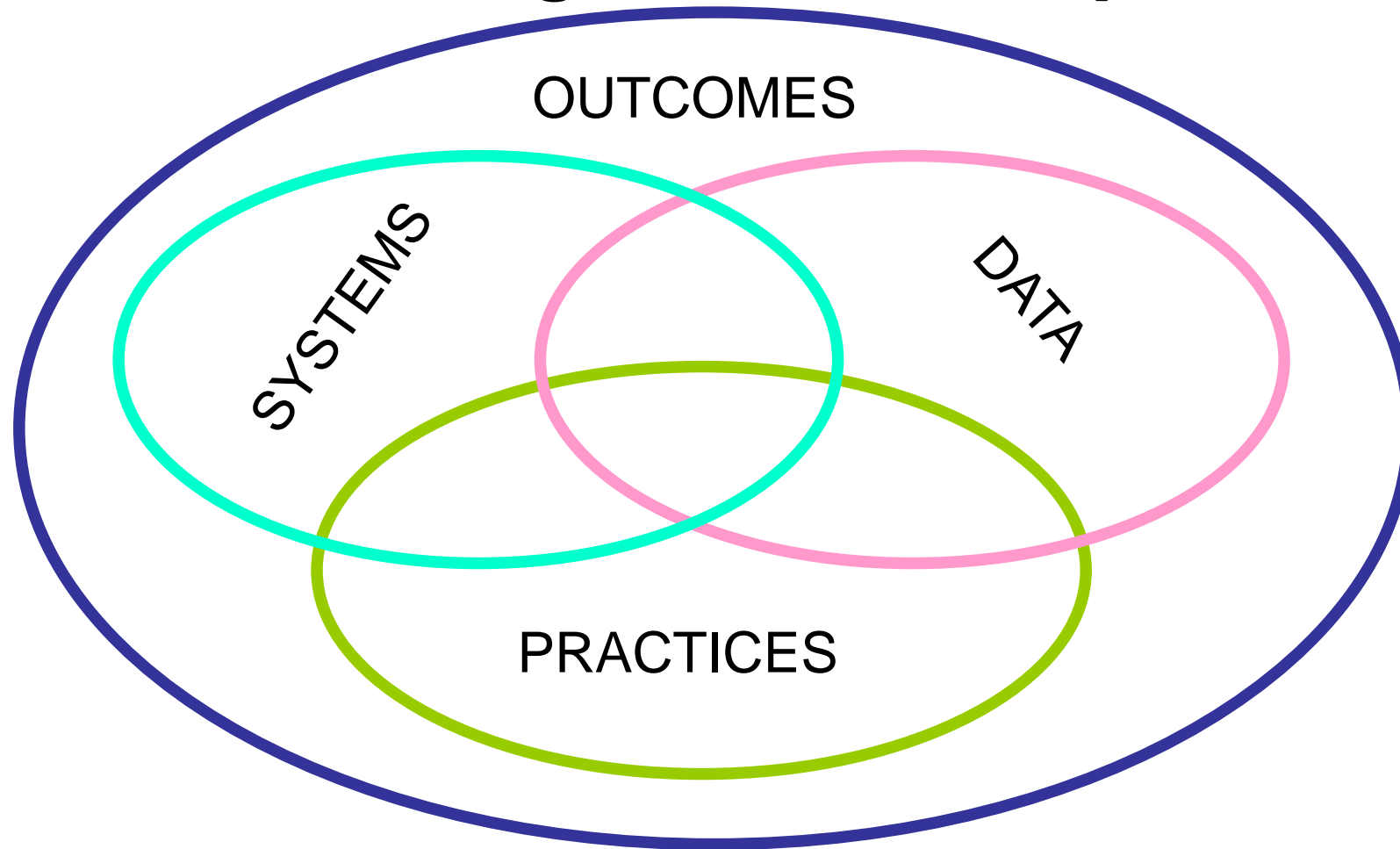


Cohort 1 (D303/D304)

Student Outcome Data

- 80% of students maintained current placement
- 60% of plans are being implemented as designed, 20% moving towards the desired behavior, 20% intensifying the BIP

Building Sustainability





for your continued
support!