

**Mid-Continent Comprehensive Center (MC3) Work Plan
for the Missouri Department of Elementary and Secondary Education (DESE)
for Year 5 (July 1, 2009 through September 30, 2010)**

NCLB Technical Assistance (TA) Priority Area 1: Closing the Achievement Gap/School Improvement

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| <p>Baseline State Initiatives identified in 2001:</p> <ul style="list-style-type: none"> a. Mid-Continent Regional Educational Laboratory (McREL) consortium: 25 schools working in their second year of a three year project to close the achievement gap between white and non-white students. b. Special Education: 31 regional technical TA consultants at Regional Professional Development Centers (RPDCs) in identified districts to implement improvement plans c. Special Education: Response to Intervention (RtI) collaboration d. Districts using problem-solving tiered approach: provide general intervention steps before referral to Special Education e. Breaking Ranks II: Program for principals focusing on high school reform f. Embedded credit: exploring the award of core credit for career-technical education courses g. Competency-based credit: exploring credit based on demonstrated competency instead of "seat time" h. Professional Learning Communities i. Accelerated schools j. Jerry Valentine's Project ASSIST (Achieving Success through School Improvement Site Teams) k. Governor's high school math and science initiative l. High Schools That Work: Southern Regional Education Board's school improvement initiatives for high school and middle grade leaders and teachers m. A+ Schools: school-improvement initiative established by the Outstanding Schools Act of 1993 n. Pattonville District: high expectations, leadership, community involvement, inclusion o. Reading First | <p>Gap Analysis/Need(s) conducted in 2001:</p> <p>Collaboration across DESE, including the RPDCs, and integration of services and resources</p> <ul style="list-style-type: none"> • There are currently school improvement efforts in every division within DESE, including the divisions that house NCLB and federal programs. These divisions work in isolation and need to further integrate their efforts to support the districts and schools most in need of improvement. • There is also a need to expand collaboration between DESE and the 9 RPDCs. • Although there are more school improvement efforts, DESE is not getting the desired performance results. <p>Secondary School Reform (Middle and High Schools)</p> <ul style="list-style-type: none"> • DESE staff members need knowledge and skills related to research-based practices in secondary school reform. • Improved instruction is needed at the secondary school level. • Additional support for secondary school reform is needed. • To award embedded credit (i.e., core credit for career-technical courses), there is a need to align the career education courses in high school with the core curriculum areas to determine if a match exists or an adjustment is needed. • To develop a competency-based credit system, policies, processes, and criteria need to be determined. <p>Quality Instruction</p> <ul style="list-style-type: none"> • A plan is needed to evaluate supplemental services. • More organized instruction is needed to address the literacy and numeracy needs of middle and high school students not making Adequate Yearly Progress (AYP). • A need exists for implementation training on already identified research-based practices in numeracy and literacy (in particular vocabulary and comprehension) in grades 4-12 for schools not meeting AYP. • K-3 literacy coaches need additional knowledge and skills to coach and mentor K-3 teachers. • Targeted instruction is needed to address the significant achievement gap between students in poverty as compared to students from higher socio-economic groups. • The nine RPDCs need additional knowledge, skills, and tools on targeted intervention strategies to help them support districts and schools not making AYP as they work with students most at risk. |
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| <p>p. Ruby Payne's <i>Framework for Understanding Poverty</i> integrated into some programs.</p> <p>q. Missouri School Improvement Program (MSIP): moving from resource and process orientation achievement orientation with more emphasis on supporting improvement and less emphasis on identifying process and resource deficiencies</p> | | | | |
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| Capacity Building Goal 1: Assist DESE in expanding its capacity to support districts and schools most in need of improvement. | | | | |
| Capacity Building Objective 1: Assist DESE in its efforts to build a seamless, statewide, integrated technical assistance (TA) service delivery system for all schools, particularly those identified in greatest need of improvement. | | | | |
| TA Delivery Methods and Strategies: Face-to-face meetings, web-based working groups, teleconferencing video-conferencing, onsite planning, consultation, and logistics support | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| <p>1. Provide support and assistance to DESE's Statewide System of Support and Advisory Team (SSAT) in its efforts to support districts and schools.</p> | <p>July 2009 Ongoing</p> | <p>Ellen Balkenbush, MC3 MO TA Liaison Belinda Biscoe, MC3 Director Patricia Fleming, MC3 MO TA Coordinator Donna Richardson, MC3 Associate Director</p> | <p>Center on Innovation and Improvement (CII) Marilyn Crocker, Crocker & Associates President Howard Jones, Office of Social and Economic Data Analysis (OSED) Education Consultant Other Content Centers as needed Becky Odneal, DESE Chief Accountability Officer</p> | <p>N/A</p> |
| <p>Benchmark: Documentation of minutes/notes from SSAT meetings with specific recommendations resulting from the previous three Taking Stock Retreat annual meetings (i.e., Regional Professional Development Center [RPDC] Director autonomy, unified contracts with RPDCs, a statewide school improvement oversight committee, development of a universal skill set for DESE/RPDC staff members working with districts and buildings in need of improvement)</p> | <p>Ongoing</p> | | | |
| <p>2. Support the SSAT's work in identifying a universal skill and knowledge set for RPDC and DESE staff members as well as assistance with exploring the feasibility of a statewide virtual delivery system for this professional development to ensure all RPDC and DESE staff members have access to participate in areas identified</p> | <p>July 2009 Ongoing</p> | <p>Ellen Balkenbush Patricia Fleming</p> | <p>Content Centers as needed Marilyn Crocker Sharon Hoge, DESE Curriculum and Literacy Services Director Howard Jones, OSED) Education Consultant DESE Leadership Academy</p> | <p>N/A</p> |

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| by each department. | | | | |
| Benchmark: Completed planning documents, professional development agendas, sign-in sheets, event summaries, email and communications | Ongoing | | | |
| 3. Provide professional development to DESE and/or its RPDCs as they implement an enhanced seamless, statewide, integrated technical assistance (TA) service delivery system. | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming | CII Marilyn Crocker | N/A |
| Benchmark: Documentation of delivery of professional development activities to RPDC and DESE TA staff members (types, participants, hours, and evaluation) | July 2009 | | | |
| 4. Analyze a case study to measure the perceived benefits and results of professional development support provided to the St. Louis RPDC to bolster the St. Louis RPDC's system of support in the areas of Instructional Coaching, Assessment for Learning, and Turnaround Leadership. | July 2009 to September 2010 | Ellen Balkenbush Belinda Biscoe Patricia Fleming Donna Richardson Carol Surber, Education Training, Evaluation, Assessment, and Measurement (E-TEAM) Senior Research Associate | E-TEAM Dennis Dorsey, St. Louis RPDC Director | N/A |
| Benchmark: Case study document completed and shared with key stakeholders | July 2010 | | | |
| Evaluation of Objective/Long Term Outcomes | | | | |
| Relevance: Data will be collected over time to determine if the seamless TA system designed to support program improvement (PI) districts and schools <ul style="list-style-type: none"> met DESE's organizational needs and interests, and was responsive to specific local concerns regarding PI districts and schools. | Usefulness: Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools <ul style="list-style-type: none"> enhanced DESE's capacity to support PI districts and schools, and was timely in meeting the needs of PI districts and schools. | Quality: Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools <ul style="list-style-type: none"> promoted effective collaboration among DESE divisional units. delivered research- or evidence-based practices, tools, and strategies to PI districts and schools. | | |
| Capacity Building Goal 2: Increase DESE's capacity to provide high quality professional development by providing the necessary knowledge, skills, and tools to support increased student performance. | | | | |
| Capacity Building Objective 1: Provide DESE with the knowledge, skills, and tools to support middle and high school reform. | | | | |
| TA Delivery Methods and Strategies: Print and web-based documents, work groups (face-to-face, teleconferencing, and Web-based), phone consultations, forums, summits, and logistics support | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |

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| 1. Support and encourage DESE's establishment of an Internal Secondary School Redesign Group through facilitation, exploration, and discussion of identified middle and high school reform issues supported by data. | September 2009 Ongoing | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator | National High School Center Center on Instruction (COI) Howard Jones, Office of Social and Economic Data Analysis (OSED) Educational Consultant Doug Sutton, DESE Career Education Initiatives Director Ginny Vandelicht, DESE Director of School Improvement Support Jim King, Missouri High School Principal's Association Director | N/A |
| Benchmark: Establishment of an Internal Secondary School Redesign Group including identification of names and affiliation of potential participants | November 2009 | | | |
| 2. Support DESE's efforts to explore the potential of partnering with MC3 to convene a statewide High School Reform Summit. | September 2010 Ongoing | Ellen Balkenbush Patricia Fleming | Doug Sutton National High School Center COI Jim King | N/A |
| Benchmark: Documentation of completed planning committee conference calls and summit materials | Ongoing | | | |
| 3. Introduce the concept of a secondary school reform KnowledgeBase (KB) to a key group of DESE staff members and identify potential Technical Advisory Group (TAG) members. | September 2009 | Ellen Balkenbush Patricia Fleming | Art Gross and Tammy Keefer, Northrop Grumman COI | N/A |
| Benchmark: TAG members identified and first teleconference held | December 2009 | | | |
| 4. Develop a KB on the MC3 website which focuses on one or more aspects of scientifically based, researched, and effective practices in secondary school reform using the TAG approach. | December 2009 | Ellen Balkenbush Patricia Fleming | Art Gross and Tammy Keefer COI | N/A |
| Benchmark: KB focusing on one or more aspects of secondary school reform developed and approved by TAG members and DESE and made public on MC3's website | May 2010 | | | |
| 5. Help support delivery of professional development to build DESE's capacity to support districts and schools regarding middle and high school reform focused on essential aspects such as strategic planning, response to intervention (RtI), quality curriculum development, leadership, and assessment to guide teaching and | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming | COI National High School Center | N/A |

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| learning. | | | | |
| Benchmark: Documentation of professional development activities with agenda, participants list, materials, and evaluation | Ongoing | | | |
| 6. Continue to develop and enhance the High School Compendium of research and best practices on secondary school reform launched in Year 3 on the MC3 website. | August 2009 | Ellen Balkenbush Patricia Fleming | National High School Center Art Gross and Tammy Keefer Howard Jones | N/A |
| Benchmark: Continued documentation of resources placed on the compendium webpage | Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 addressed DESE's needs to reform secondary schools in need of improvement in Missouri. | Usefulness: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 | Quality: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 were grounded in research- and evidence-based practices and strategies on secondary school reform and adolescent learners. | | |
| <ul style="list-style-type: none"> enhanced DESE's capacity to develop a research-based plan for secondary school reform; and was timely in meeting the needs of secondary program improvement schools. | | | | |
| Capacity Building Goal 3: Enhance DESE's capacity to assist districts and schools in improving literacy and numeracy instruction for students in grades 4-12 by providing professional development and support for implementation of scientifically based, researched best practices in middle and high school literacy and numeracy instruction based on evidence from social scientists, reports, briefs, products, and services from the content centers and other providers in the national TA network. | | | | |
| Capacity Building Objective 1: Provide DESE (Curriculum and Assessment staff members, primarily the Communication Arts Consultant) with professional development and support in the area of adolescent literacy based on the best research and evidence from social scientists, reports, briefs, products, and services from the Content Centers and other providers in the national technical assistance network. | | | | |
| TA Delivery Methods and Strategies: Teleconferencing, videoconferencing, web-based work groups, white papers, briefs, print and web-based reports, fora, and summits, logistics support | | | | |
| Technical Assistance Activities | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Support DESE's efforts in establishing a draft state plan to enhance DESE's statewide professional development delivery system that will provide all educators (including DESE and RPDC staff members who provide PD to districts and schools) access to research-based knowledge, skills, and strategies focused on adolescent literacy. | July 2009 Ongoing | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Lucy Trautman, MC3 NCLB TA Coordinator | Center on Instruction (COI) National High School Center MC3-contracted consultants as needed Sharon Hoge, DESE Curriculum and Literacy Services Director | N/A |
| Benchmark: Documentation of ongoing Internal Secondary School Redesign Group (see Goal 2) meetings to include notes, agendas, participants lists, etc., focused on adolescent literacy | September 2010 | | | |

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| 2. Provide professional development to DESE and RPDC staff members through the MC3 Regional Reading Community of Practice (CoP) focused on building participants' capacity to provide targeted TA to Missouri educators regarding adolescent literacy. | July 2009 Ongoing | Lucy Trautman Ellen Balkenbush Patricia Fleming | COI National High School Center MC3-contracted consultants as needed | N/A |
| Benchmark: Documentation of service delivery such as agendas, sign-in sheets, minutes, presentation materials | July 2009 Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if the TA (knowledge, skills and tools) <ul style="list-style-type: none"> addressed the needs of DESE and the RPDCs to increase their capacity to support its districts and schools; and positively impacted, system-wide, how DESE provides support to districts and schools on adolescent literacy. | Usefulness: Data will be collected over time to determine if DESE and the RPDCs' increased knowledge afforded greater access to information that supports districts and schools in their decisions regarding adolescent literacy. | Quality: Data will be collected over time to determine if the resources and professional development provided to DESE and the RPDCs were based on current research and exemplary practices in literacy in grades 6-12. | | |
| Capacity Building Objective 2: Provide DESE (Curriculum and Assessment staff members, primarily the Mathematics Consultant) with professional development and support the area of adolescent mathematics based on the best research and evidence from social scientists, reports, briefs, products, and services from the Content Centers and other providers in the national TA network. | | | | |
| TA Delivery Methods and Strategies: Work groups (face-to-face, teleconferencing, and web-based), face-to-face professional development, video-conferencing, web casts, study groups, logistics support | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultants | Evidence/Research Based Product(s) Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Encourage and support DESE's participation in the MC3 Regional Math Community of Practice (CoP) through facilitation of communication, cooperation, coordination, and collaboration between and among DESE, middle and high school leadership, and their support organizations. | July 2009 Ongoing | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Courtney Lockridge, MC3 OK TA Liaison | National High School Center Center on Instruction (COI) MC3-contracted consultants as needed Cindy Bryant, DESE Math Curriculum Consultant | N/A |
| Benchmark: Documentation of MC3 Regional Math CoP meetings such as agendas, participants' lists, minutes, action steps, and evaluations | July 2009 Ongoing | | | |
| 2. Assist DESE in establishing an internal mathematics work group (a subset of the CoP from Activity 1) to build DESE's capacity to support improved mathematics instruction and scientific research-based intervention techniques to increase performance for all students, particularly those in middle and high schools. | September 2009 Ongoing | Ellen Balkenbush Patricia Fleming Courtney Lockridge | National High School Center COI MC3-contracted consultants as needed Cindy Bryant | N/A |
| Benchmark: Documentation of math work group meetings such as agendas, participants' lists, minutes, action steps, | Ongoing | | | |

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| and evaluations | | | | |
| 3. Help support delivery of professional development for the RPDCs, DESE staff members, and others as appropriate to build capacity to assist districts and schools regarding scientific research-based mathematics instruction in secondary schools. | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming | National High School Center COI MC3-contracted consultants as needed Cindy Bryant | N/A |
| Benchmark: Documentation of delivery of professional development sessions to include agendas, sign-in sheets, participant list, materials, and evaluations | Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if the provided TA addressed DESE's need to increase its capacity to improve instructional leadership in mathematics in grades 6-12 in districts and schools not making AYP. | | Usefulness: Data will be collected over time to determine if DESE's increased knowledge afforded greater access to information that supports leadership in districts and schools as they make decisions regarding mathematics instruction, strategies, and interventions for students not making AYP in grades 6-12. | | Quality: Data will be collected over time to determine if the resources and professional development provided to DESE and the RPDCs were based on current research and exemplary practices on adolescent mathematics and instructional leadership in grades 6-12. |
| Capacity Building Goal 4: Improve the quality of instruction at all levels in schools and in supplemental educational services. | | | | |
| Based upon input from MC3 MO SCC members (December 2008), improving the quality of Supplemental Educational Services (SES) continues to be of importance to DESE. There is some interest in reviewing the currently contracted SES evaluator and considering the renewal of that contract and/or exploring the possibility of establishing a new contract, perhaps with an in-state provider. However, due to uncertain state budget conditions, DESE has communicated that MC3's assistance with this effort may not be a top priority at this time. As DESE recognizes satisfactory accomplishment of priority goals, DESE will communicate to MC3 a desire to re-establish engagement in activities toward enhancement of SES in districts and schools across Missouri as described in the following <i>potential</i> activities. | | | | |
| Capacity Building Objective 1: Assist DESE with the development an evaluation plan to determine the effectiveness of supplemental educational services (SES) providers. | | | | |
| TA Delivery Methods and Strategies: Print and web-based documents, working groups, and professional development activities, logistics support | | | | |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| 1. Assist DESE in exploring the possibility of identifying and establishing a new/different contractor to provide evaluation of SES services. | September 2010 | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Larry Flakne, DESE Federal Programs – Program Improvement Director Mary Pearce, DESE SES | Missouri Parent Information Resource Center (PIRC) Office of Social and Economic Data Analysis (OSEDA) | N/A |

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| | | Supervisor | | |
| Benchmark: Documentation of identification of potential contractors, e-mail, conference call and face-to-face meeting correspondence | July 2009 Ongoing | | | |
| 2. Support the facilitation of a smooth transition from one SES evaluation contractor to another. | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming Larry Flakne Mary Pearce | Missouri PIRC Current contractor (Steven Ross) OSED | N/A |
| Benchmark: Documentation of identification of potential contractors, email, conference call and face to face meeting correspondence | July 2009 Ongoing | | | |
| 3. Continue to assist DESE in developing/using additional resources, tools, materials, and training that districts, schools, and parents can employ to better determine the efficacy of various SES providers. | Ongoing | Ellen Balkenbush Patricia Fleming Larry Flakne Mary Pearce | Missouri PIRC Center on Instruction (COI) Center on Innovation and Improvement (CII) | N/A |
| Benchmark: Examples of additional resources, tools, and materials developed/utilized; documentation of email, conference call and face-to-face correspondence | July 2009 Ongoing | | | |
| Capacity Building Objective 2: Provide DESE with the knowledge, skills, and resources needed to assist districts and schools to inform parents about services available to their children through NCLB. | | | | |
| TA Delivery Methods and Strategies: Print and web-based resources, leveraged resources of the Missouri Parent Information Resource Centers (PIRC) | | | | |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Collaborate with DESE and the Missouri PIRC to build the capacity of state TA providers to assist districts and schools in empowering SES-eligible students and their parents to access services more effectively. | Fall 2010 | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Rosie Garcia-Belina, MC3 Migrant & ELL TA Coordinator Larry Flakne, DESE Federal Programs – Program Improvement Director Mary Pearce, DESE SES Supervisor | Missouri PIRC Center on Innovation and Improvement (CII) | N/A |
| Benchmark: Documentation of delivery of materials and resources to DESE and other state TA providers | July 2009 Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if the support and TA addressed DESE's needs to determine the quality and effectiveness of SES and their impact on student | Usefulness: Data will be collected over time to determine if the support and TA was helpful in making data-driven decisions about | | Quality: Data will be collected over time to determine if the support and TA provided reliable information for decision making for DESE and districts. | |

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| achievement. | <ul style="list-style-type: none"> • guidance for providers, • contract renewal or termination, and • recommendations to improve services. | |
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Capacity Building Goal 5: Enhance DESE's system of support to improve instruction for English language learners (ELLs).

Capacity Building Objective 1: Develop, in collaboration with DESE staff members, a state plan to train teams of ELL coaches within the 9 Regional Professional Development Centers (RPDCs) and the Migrant Education/English Language Learning (MELL) program to deliver TA and professional development on ELL issues (assessment, literacy, parent involvement, etc.) to program improvement (PI) schools with a priority focus on Title III program improvement districts and schools not meeting Title III Annual Measurable Achievement Objectives (AMAOs).

TA Delivery Methods and Strategies: Face-to-face professional development, the MC3 website, working groups supported by the *MC3 ELL KnowledgeBase*, and discussion forums

| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
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| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Continue modeling training for DESE's TA providers at the RPDCs and MELL program on the ELL Coaches' Academy comprehensive model to address the needs of the ELLs from the school, cultural, and family perspectives. | July 2009 | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Rosie Garcia-Belina, MC3 Migrant & ELL TA Coordinator | Center on Instruction (COI) Teresa Rendón, Legal Aid of Oklahoma Tonie Garza, EI Saber Nora Fabela, EI Saber Shawn Cockrum, MELL Director Jennifer Shackles, MELL Instructional Specialist | ELL Coaches' Academy Training Module |
| Benchmark: Documentation of delivery of TA and support activities (types, participants, hours, and evaluation) | September 2009 | | | |
| 2. Assist MELL Instructional Specialists in expanding the ELL Coaches' Academy model to additional districts and schools in Missouri with priority focus on districts and schools not meeting Title III AMAOs. | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming Rosie Garcia-Belina | Shawn Cockrum Jennifer Shackles RPDC MELL Instructional Specialists | ELL Coaches' Academy Training Module |
| Benchmark: Documentation of meetings to provide feedback on additional professional development needs and enhancements recommended for the ELL Coaches' Academy | September 2009 | | | |
| 3. Provide support to the state-trained ELL coaches as they provide TA and professional development on ELL issues to PI districts and schools with focus on PI targeting Title III program efforts to meet the AMAOs, particularly Objective 3. | July 2009 Ongoing | Rosie Garcia-Belina | COI Craig Rector, DESE Federal Discretionary Grant Programs Director Shawn Cockrum, MELL Director Jennifer Shackles, MELL Instructional Specialist RPDC MELL Instructional | ELL Coaches' Academy Training Module |

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| | | | Specialists Janet Shepard, Practical Parenting Partnerships (PPP) Director Sandra Pettit, SuccessLink Director | |
| Benchmark: Scheduled meetings to provide feedback on additional professional development needs and enhancements recommended for the ELL Coaches' Academy | Ongoing | | | |
| 4. Provide DESE and MELL Instructional Specialists with professional development in data collection and analysis to build their capacity to assist districts and schools in Title III PI. | July 2009 | Ellen Balkenbush Patricia Fleming Rosie Garcia-Belina | Shawn Cockrum Jennifer Shackles | N/A |
| Benchmark: Documentation of delivery of TA and support activities (types, participants, and evaluations) | Ongoing | | | |
| 5. Provide DESE and MELL with additional resources to districts and schools in improvement status through the <i>MC3 ELL KnowledgeBase</i> , ELL Coaches' Academy, Communities of Practice (CoPs), etc. | July 2009 | Ellen Balkenbush Patricia Fleming Rosie Garcia-Belina | Shawn Cockrum Craig Rector MELL Instructional Specialists Janet Shepard Sandy Pettit | N/A |
| Benchmark: Documentation of delivery of TA and support activities (types, participants, and evaluations) | Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if this professional development training and TA support adequately addressed DESE's needs to equip key staff members with the knowledge, skills, and tools to address the academic needs of Missouri's ELLs. | | Usefulness: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 enhanced DESE's and its intermediary TA agencies' capacity to develop a research-based plan to support teaching and learning for ELLs. | | Quality: Data will be collected over time to determine if the knowledge, skills, and tools to be provided by MC3 to DESE and its intermediary agencies are grounded in research and evidence-based best practices and strategies to meet the unique needs of ELL students. |
| Capacity Building Goal 6: Build DESE's capacity to improve the quality of instruction at all levels in schools by providing professional development and support for statewide implementation of a Response to Intervention (RtI) model. | | | | |
| Capacity Building Objective 1: Develop a plan to implement a statewide Response to Intervention (RtI) model. | | | | |
| TA Delivery Methods and Strategies: Print and web-based documents, working groups, and professional development activities, logistics support | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Continue assisting DESE in implementing the essential activities proposed in the Special Education Professional Development Grant (SPDG)/Missouri Integrated Model (MIM) through support of a virtual work group on the | July 2009 Ongoing | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator | North Central Regional Resource Center (NCRRC) State Implementation and Scaling-Up of Evidence-based Practices | N/A |

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| MC3 website. | | | Center (SISEP) Center on Instruction (COI) | |
| Benchmark: Documentation of the RtI Work Group established and maintained on the MC3 website | September 2010 | | | |
| 2. Continue assisting DESE in the development and implementation of the statewide MIM with TA support by facilitating discussions, finding resources, and communicating, serving on MIM Advisory Group, and serving on MIM Implementation Team. | July 2009 Ongoing | Ellen Balkenbush Belinda Biscoe, MC3 Director Patricia Fleming Donna Richardson, MC3 Associate Director | NCRRC SISEP COI | N/A |
| Benchmark: Documentation of materials and resources compiled in a central location, either on the MC3 website or other determined location | Ongoing | | | |
| 3. Support DESE in determining summary status of schools implementing RtI effectively throughout the state and identify needs of those desiring to begin implementation. | September 2009 Ongoing | Ellen Balkenbush Patricia Fleming Allison Layland, National RtI Center, MO Liaison Heidi Atkins Lieberman, DESE Special Education Assistant Commissioner Stan Johnson, DESE School Improvement Assistant Commissioner Tom Quinn, DESE Career Education Assistant Commissioner | National RtI Center | N/A |
| Benchmark: Documentation of needs assessment and an evaluation tool to gather data to identify schools implementing RtI across the state with a focus on distinguishing schools that are actually implementing an evidence-based RtI model with fidelity | Ongoing | | | |
| 4. Assist in providing quality professional development to increase the existing knowledge of multi-tiered systems of instructional support and enhance the development of an effective integrated multi-tiered model for statewide adoption in Missouri. | Ongoing | Ellen Balkenbush Patricia Fleming Allison Layland Heidi Atkins Lieberman Tom Quinn Stan Johnson | National RtI Center NCRRC | N/A |
| Benchmark: • Documentation of DESE's guidance documents to explain how RtI aligns with other three-tiered models in MIM | Ongoing | | | |

| <ul style="list-style-type: none"> Establishment of common language that addresses misperceptions/confusion in the field regarding RtI Documentation of professional development (participants, agenda, evaluation, and state's proposed model for RtI) | | | | |
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| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if the professional development and TA addressed DESE's needs in the development of a high quality and effective MIM model that will positively impact student achievement. | Usefulness: Data will be collected over time to determine if the TA was helpful in making data-driven decisions about MIM plan implementation. | Quality: Data will be collected over time to determine if the TA provided reliable information for decision making for DESE and districts. | | |
| Capacity Building Goal 7: Enhance the Missouri Department of Elementary and Secondary Education's (DESE's) capacity to support districts and schools working with migrant students to improve their academic achievement. | | | | |
| Capacity Building Objective 1: Support DESE's Migrant Education/English Language Learning (MELL) program by assisting its staff members in the addressing the unique needs of migrant students | | | | |
| TA Delivery Methods and Strategies: Face-to-face professional development, the MC3 website, and direct technical assistance in related issues. | | | | |
| Technical Assistance Activities/Tasks | Timeline | Lead Person(s) Responsible | Content Center(s)/ Partner(s)/Consultant(s) | Evidence/Research Based Product(s)/Services |
| Year 5: July 1, 2009 – September 30, 2010 | | | | |
| 1. Continue to support DESE by assisting MELL staff members in the analysis of data that supports their Comprehensive Needs Assessment (CNA) Report for 2009. | July 2009 Ongoing | Ellen Balkenbush, MC3 MO TA Liaison Patricia Fleming, MC3 MO TA Coordinator Rosie Garcia-Belina, MC3 Migrant & ELL TA Coordinator | Shawn Cockrum, MELL Director Craig Rector, DESE Director Federal Programs Discretionary Grants | N/A |
| Benchmark: Data analysis and interpretation from surveys, focus groups and assessment data (Missouri Assessment Program [MAP], and Maculatis Assessment of Competencies [MACII]) as well as the completed CNA Report | Ongoing | | | |
| 2. Continue to support DESE by assisting MELL staff members in the development and implementation of the Missouri Migrant Service Delivery Plan (SDP) for 2009-2010. | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming Rosie Garcia-Belina | Shawn Cockrum Craig Rector | N/A |
| Benchmark: An SDP that specifies expected outcomes that respond to the indicators identified through data interpretation and stated in the CNA Report | Ongoing | | | |
| 3. Continue to model intensive training for DESE Regional Professional Development Center (RPDC) staff members and MELL TA providers on the Parents Advancing Readiness for Educational Success | July 2009 Ongoing | Ellen Balkenbush Patricia Fleming Rosie Garcia-Belina | Shawn Cockrum Craig Rector Janet Shepard, Practical Parenting Partnerships (PPP) Director | N/A |

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| (P.A.D.R.E.S.) program as part of the ELL Coaches' Academy comprehensive model to address the needs of migrant students from the family perspective. | | | Sandra Pettit, SuccessLink Director | |
| Benchmark: Scheduled meetings during the year to provide feedback on additional professional development needs and enhancements to meet the expected outcomes specified in the SDP | September 2010 Ongoing | | | |
| Evaluation of Objective/Outcome | | | | |
| Relevance: Data will be collected over time to determine if this professional development and TA support provided by MC3 adequately addressed DESE's needs to equip key staff members with the knowledge, skills, and tools to address the academic needs of migrant students and their families | Usefulness: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 enhanced DESE's and its intermediary TA agencies' capacities to develop a research-based plan to support teaching and learning for migrant students. | Quality: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 to DESE and its intermediary agencies are grounded in research and evidence-based best practices and strategies to meet the unique needs of migrant students. | | |