MASTER PLAN

Exceptional Student Education (ESE)

2023-2024

Chief: Saemone Hollingsworth, Chief Academic Officer

Directors: Sabrina Sheib, Director, Curriculum
Stephanie Acosta-Castro, Director, Support/Compliance
Andrea Ciotti, Director, Specialized Instruction

Contact(s): Gwen Lipscomb and Carol Beitler

Course Group Number: 39001452 (ESE), 10454520 (S.B. 1108)

Purpose

The Exceptional Student Education Division staff provides professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities. This creates a framework upon which schools and families can build a collaborative structure of support services that promotes high academic achievement and encourages personal growth in students with disabilities.

Supplemental services are provided in collaboration with discretionary projects such as Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), Project 10, Center for Autism Related Disorders (CARD), Project Access, and the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET).

Needs Assessment

The needs assessment for the ESE Master Plan of Professional Learning is based on information obtained from a variety of sources including an annual review of: Annual Performance Data report (LEA Profile), EdPlan data, baseline data, Discretionary project data, school referrals, feedback from external partnerships, FLDOE-BEESS (Florida Department of Education - Bureau of Exceptional Education and Student Services), initiatives and intra departmental collaboration. In the Broward School district, 14.8% of the student population (pre-K to 12) are students with disabilities. Of these, 76% spend at least 80% of their school day in general education classes, and 14.4% receive services in a self-contained setting. Approximately 25,902 employees, including Administrators, general education teachers, specialized teachers, ESE providers, and paraprofessionals, may access professional learning opportunities through courses that provide high quality instruction while providing a free and appropriate public education for students with disabilities. All Florida educators are required to meet the ESE renewal requirement of 20-inservice points related to instruction of students with disabilities every five years (1012.585, F.S.). To meet this demand, the ESE Division will provide opportunities for professional learning through face-to-face, blended and online options. This year, as a result of rule 6A-4.0051, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, or forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

FDLRS has developed a course meeting this requirement and will be offering this course and others to assist the district to meet this requirement.

As a result of the analysis of professional learning courses offered this school year (2022-23), ESE will strongly consider and/or implement the following actions related to future activities:

- Enhance trainings to increase collaboration between school-based teams.
- Maintain the option to continue virtual offerings for professional learning and offer hybrid models of professional learning.
- Provide support to larger groups of participants using a virtual platform.
- Continue to offer professional learning opportunities that will assist teachers with the ESE renewal requirement.
- Segment professional learning opportunities to ensure that they are accessible in order to increase attendee participation and completion.
- Include webinars as an option for virtual delivery of professional learning activities, especially for paraprofessionals working with students with disabilities as well as parents.
- Expand opportunities for more face-to-face options.

Facilitators have observed that long-term asynchronous blended courses have enhanced successful attendance, implementation and progress monitoring of new knowledge and skills resulting in a positive impact on student achievement.

The ESE Division includes program specialists supporting schools in the areas of curriculum and instructional support, behavioral support, and topics related to compliance with IDEA. Broward Schools experience on an annual basis approximately 50 – 60 new ESE Specialists. This is a highly specialized group of staffing specialists with expertise in addressing a variety of needs of students with disabilities. Some of the required trainings for ESE Specialists include New ESE Specialist Academy, Facilitated Individualized Education Plans (FIEP) and monthly ESE Specialist Meeting events.

As reflected in the District's 2027 Strategic Plan – Goals and Guardrails, Students with Disabilities are performing at the following levels in relationship to non-disabled peers. Professional learning provided through ESE will target reducing the proficiency gaps between Students with Disabilities and typical students as assessed in grades 3 – 10 in English Language Arts and grades 3 – 8 Mathematics.

Table 1. Percent of SWD and Non-SWD Students Scoring at Proficiency in English Language Arts (ELA)

Table 1 ELA

SWD Status	(2022-23 SY) Number of Students in Each FAST Performance Level (ELA) at PM3					# of Students Tested*	# of Students Proficient	% of Students Proficient	Gap
	1	2	3	4	5				
Elementary									
SWD	3,677	1,976	1,504	791	296	8,244	2,591	31.4	31.3
Non-SWD	7,960	8,789	12,129	10,459	5,576	44,913	28,164	62.7	
Middle									
SWD	4,446	1,652	943	518	213	7,772	1,674	21.5	33.3
Non-SWD	11,388	9,813	10,549	9,252	5,962	46,964	25,763	54.9	
High									
SWD	2,727	947	475	316	129	4,594	920	20.0	28.4
Non-SWD	11,232	7,967	7,007	6,977	4,051	37,234	18,035	48.4	
District									
SWD	10,850	4,575	2,922	1,625	638	20,610	5,185	25.2	30.6
Non-SWD	30,580	26,569	29,685	26,688	15,589	129,111	71,962	55.7	

*Students enrolled in the District for the full year.

Table 2. Percent of SWD and Non-SWD Students Scoring at Proficiency in Mathematics.

Table 2 Math

SWD Status	(2022-23 SY) Number of Students in Each FAST Performance Level (Math) PM3 (Mathematics + BEST Algebra + BEST Geometry)					# of Students Tested*	# of Students Proficient	% of Students Proficient	Gap
	1	2	3	4	5				
Elementary									
SWD	3,557	1,476	1,517	1,066	609	8,225	3,192	38.8	28.7
Non-SWD	7,821	6,763	10,634	10,874	8,799	44,891	30,307	67.5	
Middle									
SWD	3,612	1,767	1,386	628	332	7,725	2,346	30.4	32.1
Non-SWD	8,961	8,576	12,445	9,402	7,367	46,751	29,214	62.5	
High									
SWD	2,936	498	586	139	58	4,217	783	18.6	21.1
Non-SWD	11,333	3,988	6,390	2,241	1,429	25,381	10,060	39.6	
District									
SWD	10,105	3,741	3,489	1,833	999	20167	6,321	31.3	28.1
Non-SWD	28,115	19,327	29,469	22,517	17,595	117,023	69,581	59.5	

*Students enrolled in the District for the full year.

FDLRS has developed a course meeting this requirement and will be offering this course and others to assist the district to meet this requirement.

Professional learning activities provided by the ESE Division are aligned to the district's 2022-2027 Strategic Plan.

Guardrail: School Support

The superintendent may not allow classrooms in C,D,F or unsatisfactory rated schools to go without essential material and human resources.

SEDNET

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) is focused on improving the education and support for children with or at-risk of developing Emotional/Behavioral Disabilities (EBD). The Exceptional Student Learning Support Division serves approximately 1100 children identified with an Emotional/Behavioral Disability. Training will continue in the following areas: trauma informed care, children's mental health, Adverse Childhood Experiences, suicide prevention, social emotional learning, mindfulness, and counseling. The following District Staff will be trained: ESE teachers, ESE Support

staff, ESE Counselors, school psychologists, school counselors, school social workers, and family therapists. In addition, school staff working with this population will also need training to meet the changing needs.

Section 504

Based on enrollment data May 2023, Section 504 students represent 3.2% of the enrolled student population of Broward County Public Schools. These students are supported by school-based Section 504 Liaisons. Each school has at least one 504 Liaison. However, secondary schools may have one designated per grade level. The 504 Liaison is a designee position and is typically assigned to a School Counselor or an ESE Specialist. The role and responsibilities of the 504 Liaison include Child Find activities, as well as annual and reevaluation reviews of 504 Plans. Section 504 Liaisons require mandatory annual training in order to meet federal mandates that ensure nondiscriminatory practices. Subsequent trainings are provided throughout the year for continued support to 504 Liaisons. The trainings are critical to learning when and how to engage in Child Find activities, learning the nuances within the IDEA and Section 504/ADA mandates, learning how to facilitate and monitor 504 policy and procedures and ensuring the provision of FAPE to eligible students. Section 504 accommodations and services are provided in the general education classroom. Our charge is to ensure equal access to educational programs and activities as non- disabled peers.

Section 504 Program Enrollment		
Year	# Of 504 Students	% Of Student Enrollment
2018-2019	7,088	2.6%
2019-2020	7,775	2.9%
2020-2021	7,830	3.0%
2021-2022	7,982	3.1%
2022-2023	8,145	3.2%

FDLRS has developed a course meeting this requirement and will be offering this course and others to assist the district to meet this requirement.

Speech Language Pathology

During the 2022-2023 academic year, 52% of students with disabilities enrolled in Broward County Public Schools in grades PK thru 12 were identified as having a Speech Impairment (9,712) or Language Impairment (13,605). An additional 10,079 students received a related service in speech (315) or language (9,764). Speech-language services were provided by approximately 420 licensed speech-language pathologists (SLP) throughout the district.

Due to the specific skill set needed to provide speech-language services, targeted and specialized trainings are critical to the continued professional development of SLPs who provide services to students in the district.

SLPs are required to attend mandatory policies and procedures trainings each year to ensure all providers receive communication and updates regarding district, state and federal compliance requirements. In addition, focused learning opportunities provide therapists with the knowledge and skills necessary to provide quality interventions within the school setting.

Professional learning opportunities are offered regularly to our current SLPs, as well as to accommodate SLPs entering the district at different points of the year. Targeted trainings are provided to special interest group SLPs (e.g., ASD, InD, Middle and High School) due to the unique and varying needs of the student populations. Asynchronous professional learning opportunities are offered to SLPs via Canvas courses to provide additional support.

Other Considerations:

Professional learning activities will target the following areas: literacy, math, instructional strategies, instructional and assistive technology, behavior, transition services, pre-kindergarten and compliance. In addition, the department will continue to focus on opportunities for teachers to earn their Autism Spectrum Disorder (ASD) Endorsement and the 40-inservice point reading requirement for select groups of teachers. Due to requests for professional learning for non-instructional personnel (paraprofessionals), the ESE department will continue to offer ongoing opportunities to address the unique needs of this targeted group. ESE will continue to work in partnership with external departments, including Broward College, local municipalities, Talent and Acquisition Office, Safety, Security and Emergency Preparedness, Before and After School Care, and Elementary-Secondary Learning in providing professional learning in relation to the needs of SWD in general education settings.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1. Specialized Teacher/Support Staff (ESE Specialists, Program Specialists, 504 Liaisons)			
1.1 Desired Outcome: Specialized Teacher/Support Staff will identify and implement appropriate practices based on IDEA as related to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Applies FAPE, LRE, procedural safeguards, dispute resolution, and confidentiality, access to the general curriculum and universal design for learning. Applies policies and processes for developing (aligned and clear) IEPs and Matrix of Service for individual student based on impact of disability. Applies policies and processes for developing (aligned and clear) 504 Plans based on impact of disability. Applies policies and processes for facilitating and developing a quality school Best Practices for Inclusive Education (BPIE) Assessment. Provides exemplary models of support for assisting students with disabilities in accessing the general education curricula. Interprets assessment and curricular data for IEP, 504 and/or child study team members. Uses facilitation skills in order to facilitate a meeting where an IEP is developed by a collaborative team, whose members share responsibility for the meeting process and	Identifies/defines FAPE, LRE, confidentiality, and access to the general curriculum. Demonstrates knowledge of how to develop an aligned and clear IEP based on student data and impact of disability. Assists with the provision of models of support based on student needs. Demonstrates knowledge of how to develop an aligned and clear 504 Plan based on student data and impact of disability. Assists with the provision of models of support based on student needs. Demonstrates knowledge of how to develop and facilitate a school Best Practices for Inclusive Education (BPIE) Assessment. Communicates assessment and curricular data for IEP, 504 and/or child study team members. Identifies and uses some facilitation skills in order to facilitate an IEP meeting. Participates in some collaborative activities with colleagues.	Identifies some components of the legal and ethical standards related to students with disabilities. Requires assistance in aligning and developing quality IEPs and/or 504 plans. Identifies limited models of support. Obtains current assessment and curricular data. Identifies the need for collaboration activities. Identifies some facilitation skills needed to facilitate an IEP meeting. Identifies some components of the school Best Practices for Inclusive Education (BPIE) Assessment.	Does not yet identify appropriate practices and policies related to educating students with disabilities including collaboration, models of support, and assessment. Does not yet demonstrate or identify facilitation skills required for a facilitated IEP team meeting process. Does not yet understand or complete the school Best Practices for Inclusive Education (BPIE) Assessment.

results. Decision - making is managed through the use of facilitation skills. Facilitates the collaboration between colleagues, parents and/or stakeholders.			

DESIRED OUTCOME: 1.2 Specialized Teacher/Support Staff will collaborate and support the implementation of specially designed instruction and evidence-based practices for students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Provides clear and consistent feedback after weekly collaborative review of data to determine specially designed instruction and evidence-based practices based on student needs. Models and coaches specially designed instruction, high leverage practices and evidence-based practices for fidelity of Implementation. Monitors the effectiveness of implementation, provides feedback & determines appropriate action steps. Discusses implementation data and recommendations for continuous improvement with administrators, support staff and teachers.	Reviews data occasionally in collaboration with school staff to determine the need for specially designed instruction and intervention. Models specially designed instruction and intervention for fidelity of implementation. Monitors the effectiveness of implementation and provides feedback Discusses implementation and recommendations for continuous improvement with school support staff and teachers.	Collaborates inconsistently with school staff to identify interventions. Provides information on instruction and intervention. Monitors the effectiveness of implementation. Discusses implementation with school support staff.	Does not yet collaborate and support specially designed instruction and intervention. Does not yet monitor implementation of Instruction/ Intervention. Does not yet discuss implementation with any school staff members.

DESIRED OUTCOME: **1.3** Specialized Teacher/Support Staff will utilize a continuous improvement model to build capacity and facilitate professional learning.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Uses collaborative needs assessment based on student data to determine professional learning needs. Prioritizes professional learning based on need. Designs and provides professional learning based on adult learning principles. Evaluates effectiveness of professional learning through specific measures to determine impact on student achievement.	Uses needs assessment that is aligned to student needs to determine professional learning. Schedules professional learning. Designs and provides professional learning that inconsistently meets the needs of adult learners. Utilizes measures that do not provide specific data to evaluate the effectiveness of student learning.	Uses needs assessment that is not aligned to student needs to determine professional learning. Organizes professional learning that is fragmented and disconnected. Designs professional learning. Lacks measures to evaluate the effectiveness of student learning.	Does not yet administer needs assessments nor organize professional learning.

Data Collection Plan: Specialized Teacher/Support Staff			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1 x per workshop	Instructor/Facilitator
3. Organizational Supports	Coaching/mentoring Technical Assistance Virtual Communication and collaboration platforms	Scheduled intervals Post workshop as needed	Instructor/Facilitator
4. Participants' Practice	Follow-up activities, Self- assessments Rubrics, Support Visits, EdPlan documents	1 x per workshop	Instructor/ Facilitator
5. Student Outcomes	Impact Database (FDLRS), DOE-LEA profile reports (SPP Indicators 1-5)	1x per workshop	Instructor/Facilitator

2. Teacher/ESE Provider (General Education Teacher, ESE Teacher, Support Facilitator, Occupational Therapist, Physical Therapist, Speech Language Pathologist, ESE Family Counselors)			

DESIRED OUTCOME: 2.1 Teacher/ESE Provider will demonstrate knowledge of instructional practices/methods through the use of a continuous improvement model to facilitate student achievement.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Assesses student fully, analyzes and explains results & correlate data with appropriate programs. Plans & prepares an inclusive learning environment & instruction based on tiered lesson plans. Teaches/ implements programs to fidelity with appropriate accommodations and/or modifications to include differentiation, use of instructional and/or assistive technology and access to support equipment. Collects data & monitors student performance on a weekly basis. Reevaluates/ revises instruction effectively to increase student achievement.	Assesses, analyzes & explain assessment data effectively. Plans & prepares tiered lesson plans. Utilizes & implements tiered lesson plans for instructional practices that include differentiation, use of instructional and/or and assistive technology and access to support equipment. Monitors progress on a monthly basis.	Administers assessment w/o full analysis of results. Prepares lesson plans to instruct with most program components. Utilizes & implements lesson plans for some instructional practice that may include differentiation, use of instructional and/or and assistive technology and access to support equipment. Monitors progress on quarterly basis.	Begins assessment without ongoing data collection Prepares lesson plans to instruct without all components of programs. Introduces programming w/o supports or models.

DESIRED OUTCOME: 2.2 Teacher/ESE Provider will assess, design and implement social/emotional learning and positive behavioral supports.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Adheres to legal and ethical issues pertaining to positive behavior-management strategies, crisis management, and disciplinary actions. Aligns and implements data collection for assessing individual student behavior. Implements effective positive behavior and social/emotional learning	Recognizes legal and ethical issues pertaining to positive behavior-management strategies, crisis management, & disciplinary actions. Implements data collection for assessing student behavior. Analyzes individual and group data regarding social/emotional learning to select and evaluate	Recognizes the various concepts and model of positive behavior management. Identifies data collection for assessing student behavior. Identifies and interprets the elements of a Functional Behavior Assessment and a Behavior Intervention	Does not yet recognize the various concepts and models of positive behavior management.

intervention techniques and strategies. Evaluates, implements and revises the Functional Behavior Assessment and Behavior Intervention Plan based on student need/data.	proactive interventions. Designs and implements a positive Behavior Intervention Plan based on student need/data.	Plan.	

DESIRED OUTCOME: 2.3 Teacher/ESE Provider will identify appropriate practices based on legal and ethical standards related to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Applies FAPE, LRE, confidentiality, transition planning, access to the general curriculum. Develops (aligned and clear) IEP and Matrix of Services for individual student based on impact of disability. Provides exemplary models of support and advocacy based on student needs. Implements transition planning to develop desired post school outcomes.	Identifies and defines FAPE, LRE, confidentiality, and access to the general curriculum. Develops aligned and clear IEP based on student data and impact of disability. Provides models of support based on student needs. Demonstrates knowledge of transition planning to develop desired post school outcomes.	Identifies components of the legal and ethical standards including confidentiality related to students with disabilities. Develops IEP that is not aligned, measurable or clear with student data and impact of disability.	Does not yet identify appropriate practices related to educating students with disabilities.

Data Collection Plan: Teacher/ESE Provider			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1x per workshop	Instructor / Facilitator
3. Organizational Supports	Coaching/mentoring Technical Assistance Communication and collaboration platforms	Scheduled intervals post workshop	Instructor / Facilitator
4. Participants' Practice	Follow-up activities, Self-assessments Rubrics, Support Visits, EdPlan documents	1 x per workshop	Instructor/ Facilitator

5. Student Outcomes	Impact Database (FDLRS), DOE-LEA profile reports (SPP Indicators 1 – 5 for K-12 and 7 for Pre-K)	1 x per workshop	Instructor/ Facilitator

3. Education Support Professional (Paraprofessional Educator, Registered Behavior Technicians)			
DESIRED OUTCOME: **3.1** Education Support Professional will collaborate with instructional staff/providers.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Effectively communicates and collaborates needs and progress of student maintaining confidentiality.	Communicates or collaborates with instructional staff/providers, maintaining confidentiality. Communicates or collaborates with instructional staff/providers.	Gives information to instructional staff/ providers when specifically asked while maintaining confidentiality.	Does not yet communicate or collaborate with instructional staff/providers.

DESIRED OUTCOME: 3.2 Education Support Professional will practice and reinforce specialized interventions systematically with fidelity using necessary scaffolds and supports and providing feedback to students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
use of instructional and assistive technology. Scaffolds and supports instruction as needed and can fade support as appropriate. Provides feedback to assist student to redirect their learning and actions and thin (fade) as appropriate. Effectively communicates and collaborates needs and progress of student.	and/or use of instructional and assistive technology. Accommodates and supports instruction when shown or modeled. Provides feedback to assist student to redirect his/her learning and action. Gives information to others when specifically asked.		Does not give support or feedback to students.

DESIRED OUTCOME: 3.3 Education Support Professional will implement and reinforce positive behavioral supports for students with disabilities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Adheres to ethical issues pertaining to positive behavior- management strategies and disciplinary actions. Aligns and implements data collection for assessing individual student behavior. Implements effective positive behavior intervention techniques and strategies.	Recognizes ethical issues pertaining to positive behavior- management strategies and disciplinary actions. Implements data collection for assessing student behavior. Analyzes individual and group data to select and evaluate proactive interventions.	Recognizes the various concepts and model of positive behavior management. Identifies data collection for assessing student behavior.	Does not yet recognize the various concepts and models of positive behavior management.

Data Collection Plan: Educational Support Professional (Paraprofessional Educator)			
Level of Measurement	**Instrument/Data Type**	**Frequency**	**Responsible for Collecting Data**
1. Participants' Reactions	Feedback and Attendance (PL Management System), Participant Perception Survey (FDLRS)	1 x per workshop	Instructor/ Facilitator
2. Participants' Learning	Pre/post knowledge surveys	1 x per workshop	Instructor/ Facilitator
3. Organizational Supports	Technical Assistance	As needed	Instructor/ Facilitator and/or Classroom teacher
4. Participants' Practice	Follow-up activities	1 x per workshop	Instructor/ Facilitator
5. Student Outcomes	Participant Perception Survey (FDLRS) (Paraprofessional's perceptions of impact on student outcomes)	1 x per workshop	Instructor/ Facilitator

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Attendance, LAB Survey, FDLRS Survey Questions	Analysis of data entered into LAB and FDLRS surveys
ESE Teacher/ Provider	Attendance, LAB Survey, FDLRS Survey Questions	Analysis of data entered into LAB and FDLRS surveys
Educational Support Professionals (paraprofessional educators)	Attendance, FDLRS Survey Questions	Analysis of FDLRS Survey

Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Pre/post knowledge survey, participants' reflection, anecdotal data	Analysis of pre/post test and reflections (if appropriate), anecdotal data
ESE Teacher/Provider	Pre/post knowledge survey, Participants' reflection, anecdotal data	Analysis of pre/post test and reflections (if appropriate), anecdotal data
Educational Support Professionals (paraprofessional educators)	Pre/post knowledge survey, Participants' reflection, anecdotal data	Analysis of pre/post test results and reflections (if appropriate), anecdotal data

Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Specialized Teacher/Support	Communication and collaboration platforms, coaching and mentoring	Analysis of participant feedback
ESE Teacher/Provider	Communication and collaboration platforms, coaching and mentoring	Analysis of participant feedback
Educational Support Professionals (paraprofessional educators)	Coaching and mentoring	Analysis of teacher data regarding implementation

Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Specialized Teacher/Support	Self-Assessments, communication and collaboration platforms, participant evidence of implementation	Review of self-assessments, Analysis of participant feedback
ESE Teacher/Provider	Self-Assessments, communication and collaboration platforms, participant evidence of implementation	Review of self-assessments, Analysis of participant feedback
Educational Support Professionals (paraprofessional educators)	Self-Assessments, Observations	Review of self-assessments, Analysis of teacher data regarding implementation
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Specialized Teacher/Support	work samples, progress monitoring data	work samples, needs assessment data
ESE Teacher/Provider	Work samples	Work samples, progress monitoring data,
Educational Support Professionals (paraprofessional educators)	Not measured	Not measured