
NSTTAC Capacity Building Model Examples

Title:	2009 NSTTAC Indicator 13 Checklist
Evaluation example:	Data collection instrument
Context for use:	This checklist is used by compliance and monitoring personnel, as well as teachers, administrators and other educators, to determine if students' IEPs include information required by IDEA and the SPP/APR Indicator 13.
Protocol for use:	This checklist can be used during monitoring visits, as a professional development tool, or by educators to evaluate the existence of Indicator 13 components in IEPs. The data collected from this checklist can provide information for the SPP/APR reports required by the federal government.

Title:	Guskey's Five Critical Levels of Professional Development Evaluation
Evaluation example:	Evaluation planning tool
Context for use:	Use to plan evaluation of professional development activities
Protocol for use:	This tool should be used by administrators, educators, and technical assistance providers as a framework for planning and evaluating professional development regarding evidenced-based strategies and practices.

Title:	Extending Research to Practice: School and Agency Policies that Influence Provision of Transition Education and Services
Evaluation example:	Policy analysis
Context for use:	Initial phases of policy analysis
Protocol for use:	This document identifies policies that affect the implementation of evidence-based transition education and services. It can be used as a “conversation starter” with administrators, policy makers, and other educational stakeholders to begin discussion about the practices in place and how school and agency policies influence their implementation.

Title:	Framework for Analyzing Transition-Related Policy Instruments
Evaluation example:	Data collection tool
Context for use:	Initial and developing phases of transition-related policy analysis
Protocol for use:	This data collection instrument is used to record and organize information about a variety of transition-related policies at the federal, state, and local levels that influence transition education and services. The findings generated can be used to inform policy change or new policy development.

Title:	Young Adult Transition Programs Planning Evaluation
Evaluation example:	Technical assistance evaluation
Context for use:	Evaluate technical assistance provided at the local district level
Protocol for use:	District teams consisting of special educators and other education personnel participated in a two-day concept mapping process to develop a detailed conceptual model of their young adult transition programs. Participants completed the evaluation at the conclusion of the process.