



# **Intentional Planning for Professional Development**

*A Layered Approach to  
Improve Implementation*

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# FACIAL EXPRESSIONS DURING PROFESSIONAL DEVELOPMENT



When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle



som<sup>ee</sup>cards  
user card

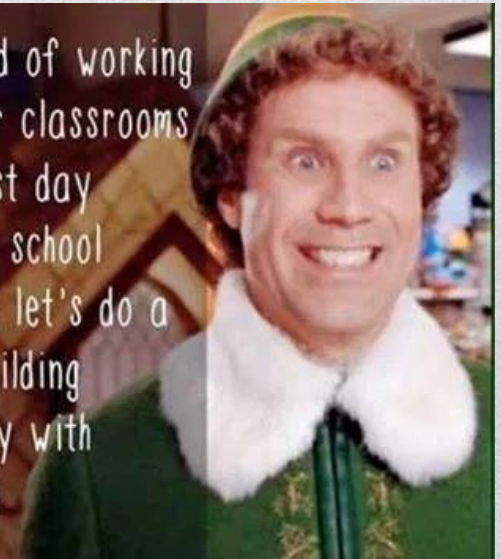
PROFESSIONAL DEVELOPMENT  
YOU SAY...



BRACE YOURSELF



Instead of working in your classrooms this last day before school starts, let's do a teambuilding activity with DATA!!!





- It's an afterthought
- Quickly thrown together
- Series of brief workshops
- Lacks follow through and ongoing support
- “Spray and pray”

90% of teachers reported participating in professional development, most of those teachers also reported that it was *totally useless*

(Darling-Hammond et al, 2009)

# The Typical Approach

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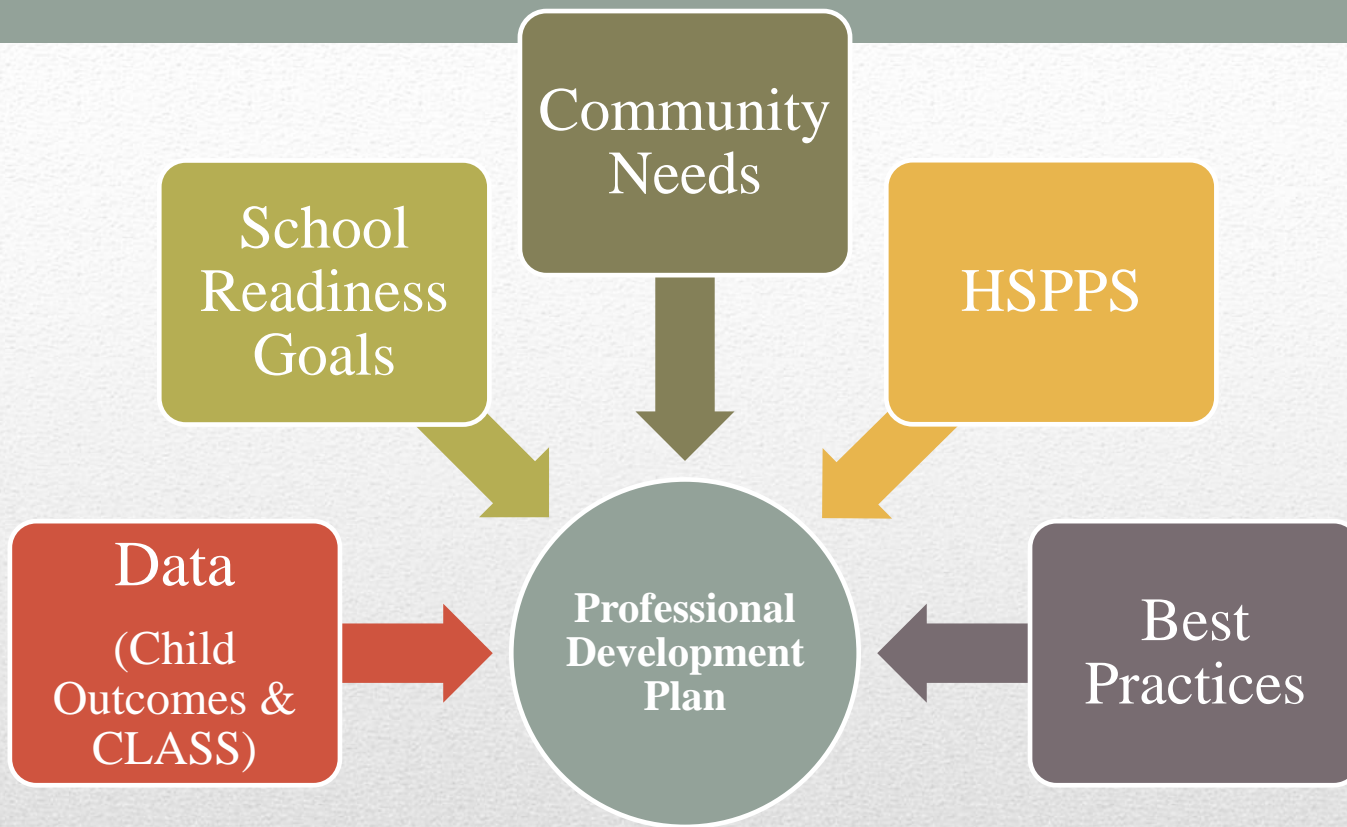


- Who decides?
- What do you use to inform the decision-making?
- How does the training impact the children, teachers and community?
- Are your trainings provided by internal staff or external sources?
- How effective have your trainings been? How do you know?

**How does your program decide what trainings to provide?**

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**How do we become intentional?**

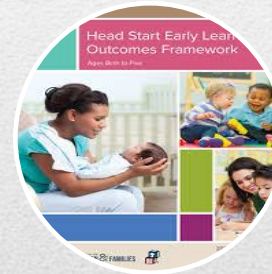
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Gather all  
of your  
child  
outcomes  
data

Look at the  
specific needs  
of the  
community you  
serve

Head Start  
Early  
Learning  
Outcomes  
Framework

Create SRGs  
that reflect areas  
for improvement  
and the needs of  
your community



# First Steps

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Social and Emotional Development Goal: Improve children's ability to regulate their own emotions and behaviors					
HSELOF Domain	TSG Alignment	Task	Success Criteria	Monitoring	Family Engagement
P-SE-5	1 a 2 c, d 3 a, b	Children will use basic strategies for dealing with common conflicts, such as sharing and taking turns.	Children will share materials with peers, and take turns during classroom activities, without becoming upset or aggressive.	The CLASS assessment tool will be used bi-annually. Scores will indicate positive peer interactions. Teachers will document progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will provide resources about encouraging sharing in the home environment.
P-SE-8	1 a,b,c 2 a,b,c	Children will demonstrate increasing independence in using a variety of coping strategies to manage emotions. Coping strategies may include talking about feelings, deep breathing, or utilizing a quiet space to calm down.	Children will self-regulate their emotions by talking about how they feel, and using coping strategies they have been taught by teaching staff.	Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team. Staff will receive ongoing professional development in Trauma-Informed Care and Mindfulness.	Family Advocates will educate families on age-appropriate coping strategies for self-regulation of emotions. Family Advocates will share resources with families about mindfulness practices they can practice at home.

**Screening Tools-** ASQ, ASQ-SE will be used to assess all children. Data collected from ASQ, ASQ-SE and TSG will be used to identify children needing additional support. As needed, the SEAM will be used to identify specific Social-Emotional goals for individual children.

**Community Partnerships-** ReadyKids will use Af's Pals to work on self-regulation during weekly visits to the classroom. Region Ten will provide individual support to students qualifying for Therapeutic Day Treatment.

**Language and Literacy Goal: Improve children's ability to demonstrate their understanding of written and oral language**

HSELOF Domain	TSG Alignment	Task	Success Criteria	Monitoring	Family Engagement
P-LC-2	8 a,b 9 a, b, c 10 a, b 11 c 12 a, b 18 a, b, c	Children demonstrate an understanding of complex questions and respond with increasingly complex sentences.	Children will understand and respond to open-ended, cause-effect, and sequential order questions.	The CLASS observation tool will be used bi-annually to assess the use of complex questioning in classrooms. Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will utilize complex questioning while visiting classrooms. Family Advocates will educate families on age-appropriate complex questioning that can be used in the home environment.
			Children will form increasingly complex responses to questions. Responses will demonstrate their thoughts and contain details.		
P-LIT-3	16 a, b 17 b 18 b	Children will demonstrate their ability to recognize and name letters of the alphabet, and their associated letter sounds.	Children will be able to recognize and name at least 12 upper case letters.	The PreK PALS will be administered tri-annually to rising kindergarten students. Teachers will document progress of all students in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will educate families on strategies for letter and letter sound recognition in the home environment. Resources and ideas will be provided by Education Manager. Teaching staff will send home family engagement activities.
			Children will be able to recognize and name at least 9 lower case letters.		
			Children will be able to recognize and name all of the letters in their first name.		
			Children will recognize and be able to make at least 4 letter sounds.		

**Approaches to Learning Goal: Improve children's ability to maintain focus, sustain attention and persist in tasks**

HSELOF Domain	TSG Alignment	Task	Success Criteria	Monitoring	Family Engagement
P-ATL-6	1 a, b, c 3 a 8 b 11 a, d	Children will demonstrate focus and sustained engagement in learning activities with minimal redirection. Learning activities include small and whole group activities, learning centers and independent activities.	Children will maintain engagement in a learning activity for 15 minutes.	The CLASS assessment tool will be used bi-annually. Scores will indicate effective instructional practices to engage students in learning. Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will provide resources for families to increase questioning skills during activities in the home environment. Family Advocates will encourage families to allow children to attempt fine motor personal care skills before providing assistance.
P-ATL-7	7 a, b 11 b,c,e	Children will persist in completing fine motor tasks such as zipping a coat, buttoning pants, completing a puzzle and forming letters.	Children will make several attempts to complete a challenging task before seeking adult assistance or demonstrating frustration. Teachers will encourage children to persist in tasks.	Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will encourage families to allow children to attempt fine motor personal care skills before providing assistance.

**Perceptual, Motor and Physical Development Goal: Improve children's ability to coordinate and control fine motor (small) muscles.**

HSELOF Domain	TSG Alignment	Task	Success Criteria	Monitoring	Family Engagement
P-PMP-3	7 a, b 11 a, b, c 19 a, b	Children will demonstrate increasingly complex hand-eye coordination with fine motor tasks.	Children will use scissors to cut along lines with increasing precision. Children will use a pincer grip to hold a writing utensil to write letters and draw. Children will string beads and lace cards with limited assistance.	Student progress will be documented in TSG. Checkpoints will be monitored tri-annually by Education Management Team. The ASQ will be administered bi-annually to all students.	Teaching staff will send family engagement activities home.

**Cognition Goal: Improve children's ability to think mathematically and scientifically**

HSELOF Domain	TSG Alignment	Task	Success Criteria	Monitoring	Family Engagement
P-MATH-5	20 a, b, c	Children will demonstrate an understanding that written numbers represent quantities of objects.	Children will accurately count objects up to 10. Children will use a variety of strategies to demonstrate their knowledge of number sense (tallies, ten frames, objects) and 1:1 correspondence.	Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will educate families on ways to practice 1:1 correspondence. Teaching staff will send home family engagement activities.
			Children will write all numbers through 5, and some numbers through 10.		
P-SCI-3	21 a, b 22 23 24 25 26 27 28	Children will demonstrate their ability to compare and categorize observable phenomena.	Children will sort objects by color and by shape.	The CLASS assessment tool will be used bi-annually. Scores will indicate presence of Concept Development. Teachers will document student progress in TSG. Checkpoints will be monitored tri-annually by Education Management Team.	Family Advocates will provide resources for sorting activities in the home environment. Teaching staff will send home family engagement activities.
			Children will sort objects according to a variety of properties. These include, but are not limited to: sink/float, size/weight, magnetic, and texture.		
			Children will predict, analyze, and communicate results of scientific experiments through weekly STEAM journal entries, with increasing independence.		
			Children will demonstrate their reasoning and problem-solving skills by analyzing results, drawing conclusions and communicating results.		
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P-SCI-6	9 a, d 11 c, d, e 12 a, b 13 14 a 21 a 22-28	Children will demonstrate their reasoning and problem-solving skills by analyzing results, drawing conclusions and communicating results.	Children will predict, analyze, and communicate results of scientific experiments through weekly STEAM journal entries, with increasing independence.	Checkpoints will be monitored tri-annually by Education Management Team. Weekly use of STEAM journals will be monitored by Education Mgt Team.	Teaching staff will send home, one or more, family engagement (STEAM) activities.
			Children will predict, analyze, and communicate results of scientific experiments through weekly STEAM journal entries, with increasing independence.		
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Once your SRG have been established, use them, in tandem with your data and community needs to identify overarching themes or topics for your program-wide professional development plan.



# First Steps

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- Limit the number of individual goals (approx. 3/teacher)
- Ensure goals reflect the individual BUT are also topics that will be covered during PD during the year



# Individualized PD Plans

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## Time to get more **specific**

Overarching Theme/ Topic	Possible directions
Social-Emotional Development	<ul style="list-style-type: none"><li>• Developmentally appropriate behavior</li><li>• Challenging Behaviors</li><li>• Mindfulness Practices</li><li>• Trauma- Informed Practices</li><li>• Language Acquisition</li><li>• Problem-solving</li><li>• Conflict resolution</li><li>• Self-regulation</li><li>• Teacher-child interactions</li></ul>

Identify the direction you want to go in:

- **What will benefit the community most?**
- **Do any of these go together?**
- **Can I “kill 2 birds with 1 stone”?**

## Next Steps

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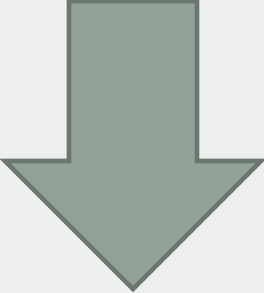




Child Outcomes	Community Needs	Other Trends	Professional Development Focus Area(s)
Slow growth in social-emotional domains	<p>Increased referrals to CPS</p> <p>Increased # of refugees</p> <p>Community violence</p>	<p>Increased # of serious behavioral concerns</p> <p>Lack of family engagement</p> <p>Increased # of DLLs</p>	<p>Trauma-Informed Care</p> <ul style="list-style-type: none"> <li>• Mindfulness Practices</li> <li>• Building relationships with families</li> <li>• Challenging Behavior <ul style="list-style-type: none"> <li>• Developmentally appropriate behavior</li> <li>• Individualized strategies (tiers 2 &amp; 3)</li> <li>• Whole class strategies (tier 1)</li> </ul> </li> </ul>

# Using data to inform practice

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<b>Orientation</b>	<p><b>What training do staff NEED to get the year started?</b></p> <ul style="list-style-type: none"> <li>• Start off with Tier One Strategies and introductory material</li> <li>• Avoid overwhelming new staff</li> <li>• Avoid “spray and pray” technique- stay focused!!</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Follow up on trainings from orientation</li> <li>• Continue to build teacher “tool kit” related to previous topics</li> <li>• Provide opportunities for staff to share out about their implementation (challenges, strategies....)</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Continue building on prior trainings</li> <li>• Bring in experts (community partners)</li> <li>• Continue to build teacher “tool kit”</li> <li>• Provide instructional aids</li> <li>• Round table discussions about implementation</li> </ul> 
<b>January</b>	
<b>March</b>	
<b>April</b>	

# Scheduling PD with Implementation in mind





<b>Orientation</b>	<ul style="list-style-type: none"> <li>• Toxic Stress (What is it?)</li> <li>• Tier 1 strategies for behavior management</li> <li>• Introduction to mindfulness practices</li> <li>• The Family-School Partnership</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Expert on building relationships with and understanding the needs of refugee families</li> <li>• Family Engagement Practices</li> <li>• RT: implementation of behavior strategies</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Expert spoke on Challenging Behaviors (Tiers 2&amp;3)</li> <li>• Expert spoke on developmentally appropriate expectations for social-emotional development</li> <li>• Expert introduced new mindfulness strategies for our classrooms</li> </ul>

# Actual Sample of PD

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# Professional Development Plan

**Five Year Goal:** MACAA will support children and families in gaining knowledge and skills that will enable them to be self-reliant and productive members of the community.

**School Readiness Goal:**

**Approaches to Learning**

Improve children's ability to maintain focus, sustain attention, and persist in tasks



**Overarching PD Topics**

**Instructional Learning Formats**

- Using a "hook" to increase student engagement
- Increasing student interest
- Effective facilitation of activities
- Variety of materials and modalities

**Trauma Informed Practices**

- Incorporation of mindfulness practices to increase focus and attention

**Cultural Awareness**

**Individualization Techniques**

**Family Engagement**



**Research-based PD Practices**

**Lecture and Discussion**

- Effective Instructional Practices
- Trauma Informed Practices
- Mindfulness Practices
- ECERS and CLASS Awareness
- Task Kits (Individualization)
- Family Engagement

**Brainstorming and Peer Discussion**

**Training Videos and Practice**

- Effective Instructional Practices
- Trauma Informed Practices
- Mindfulness Practices

**Guest Speakers (possible)**

- International Neighbors- Cultural Awareness
- Ready Kids- Trauma Informed Practices
- Mindfulness Practices- yoga, meditation

**"Job Aids"**

- School Readiness Goals & Effective Instructional Practices Guide
- Tracking forms
- Visual Aids for classroom implementation
- Task Kit starter set

**Interactive Learning Activities**

**Online modules (TSG) and webinar opportunities**

**Coaching**

## Examples of Overarching Themes:

- Trauma-Informed Practices
- Cultural Awareness
- Family Engagement

## Components of Plan:

- Link to 5 year goal
- Link to a SRG
- Overarching PD Topics
- Research-based PD Practices



**A plan for EVERY SRG Goal**

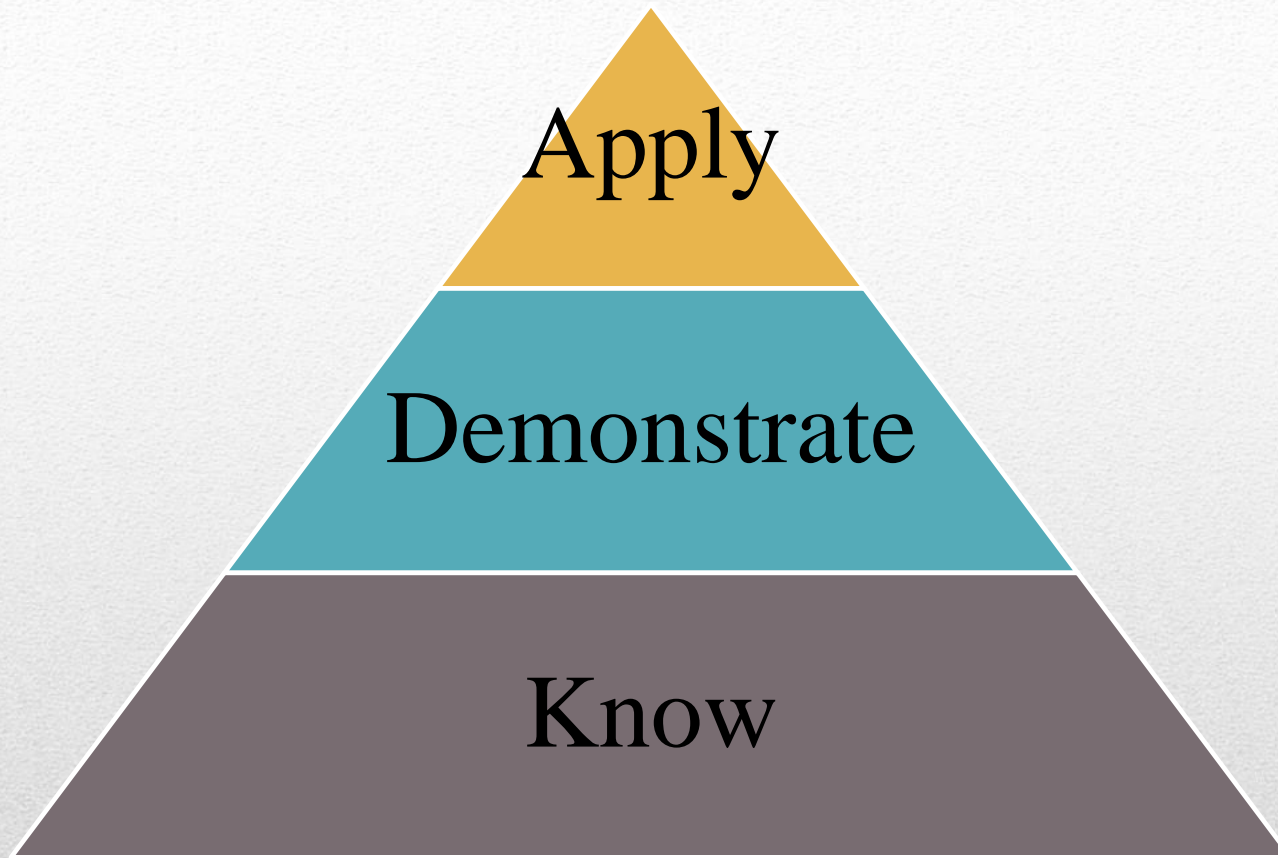




- ✓ Used data to inform planning
- ✓ Planned training to build on each other
- ✓ Incorporated experts
  
- Research-based PD strategies??
- Implementation??
- A layered approach??

# Now what?

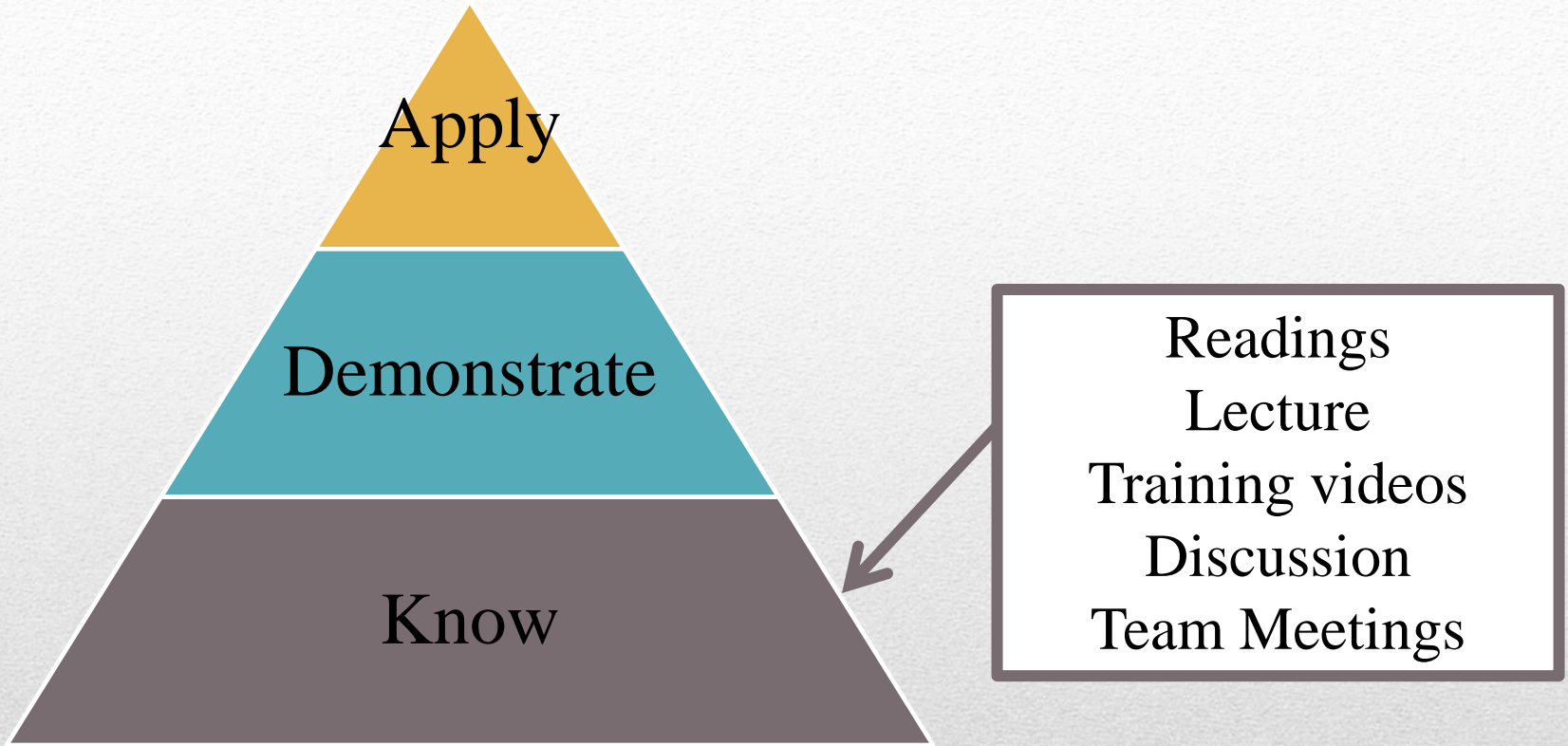
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# **Research- based PD strategies**

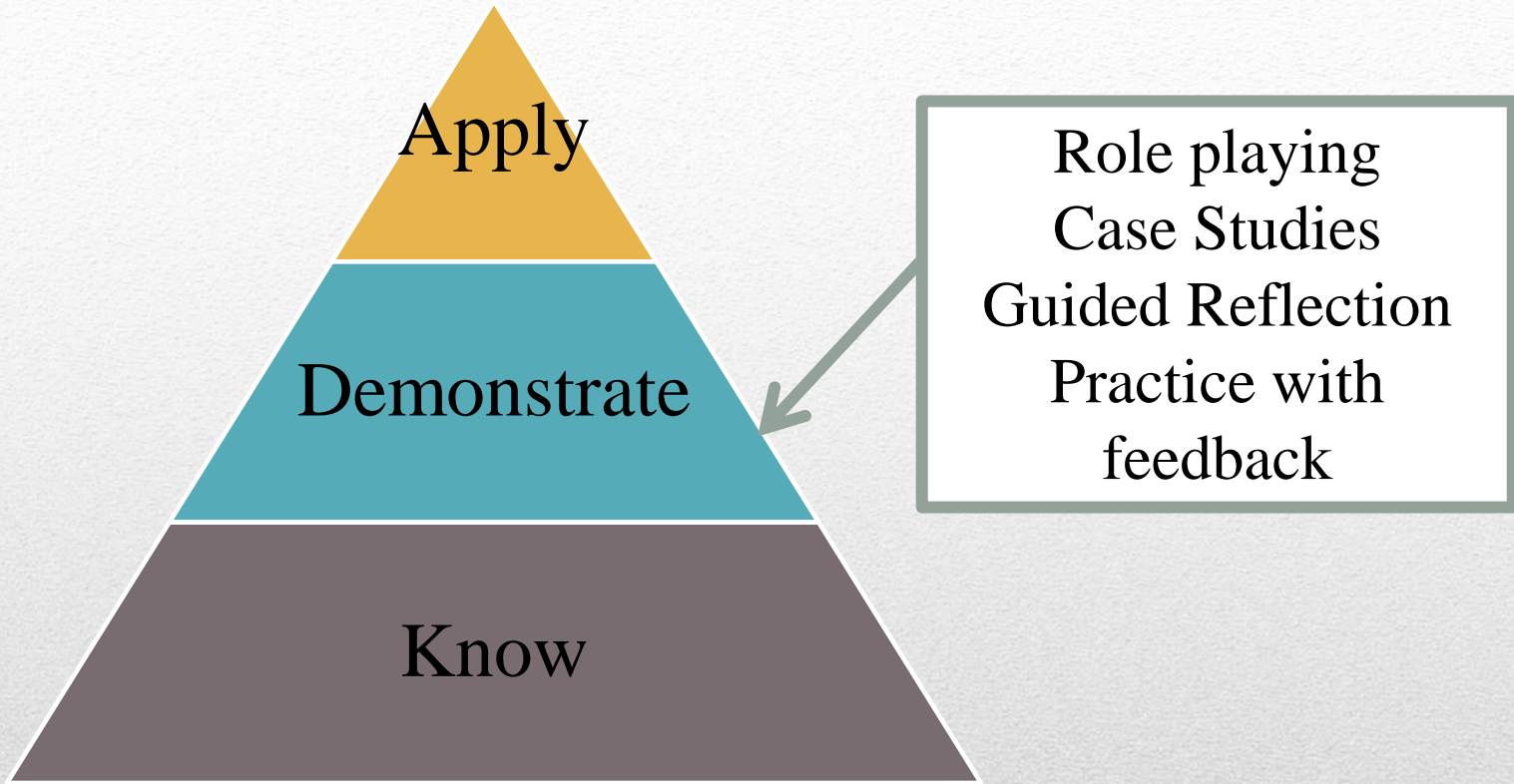
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# Exposure Strategies

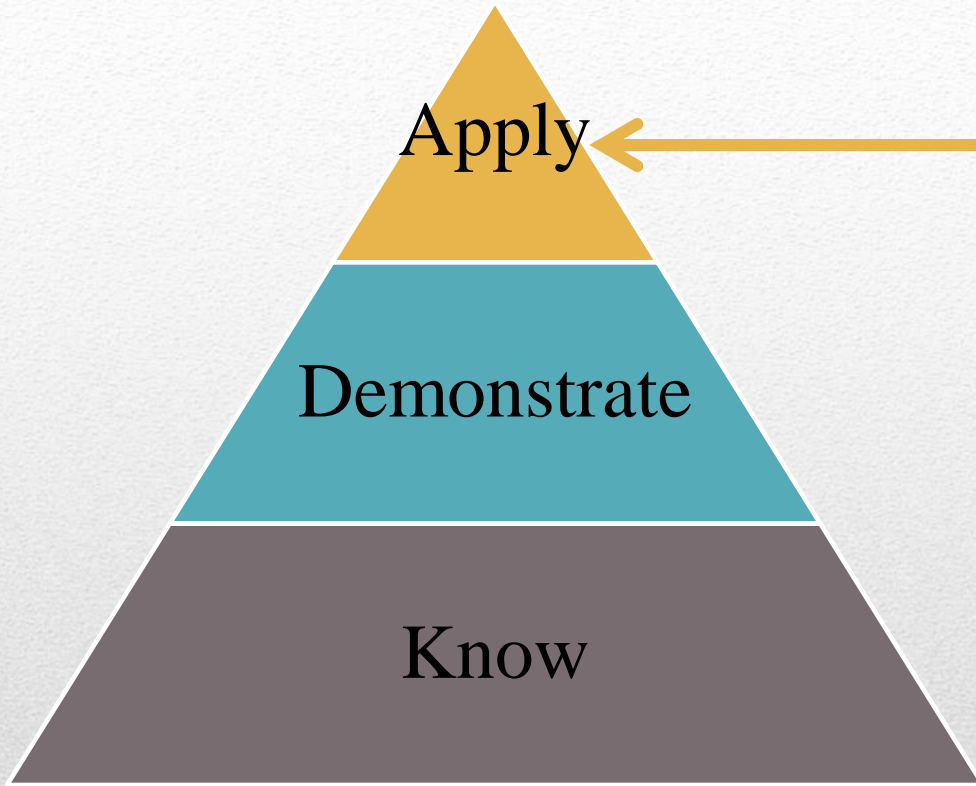
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# Skill Building Strategies

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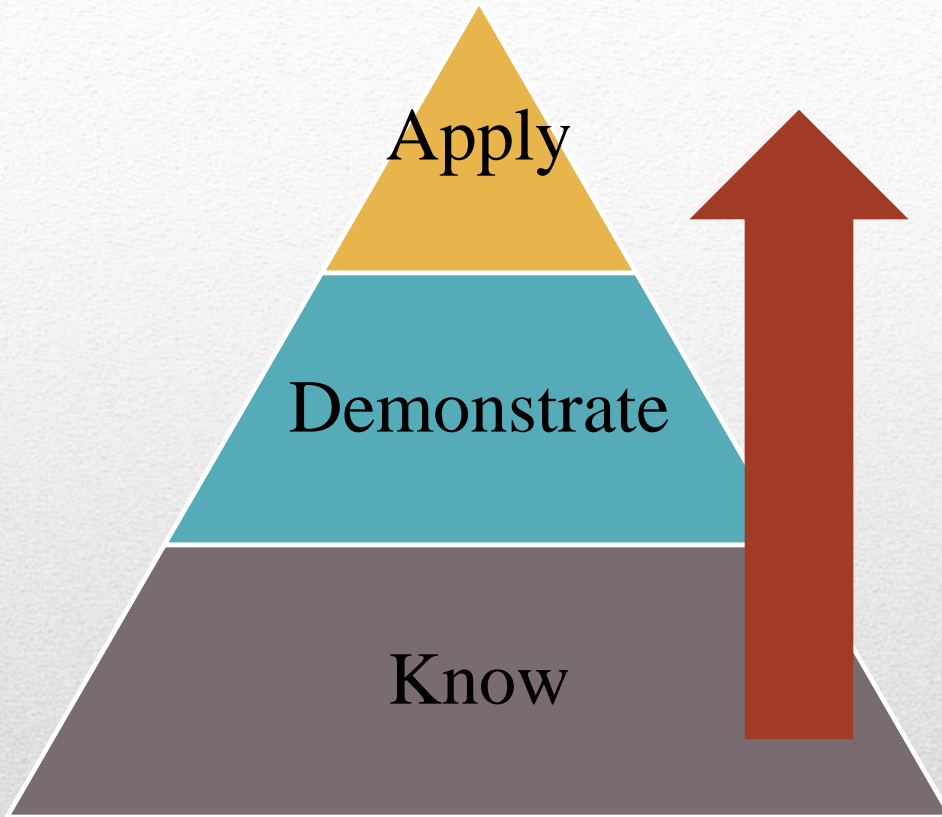




Instructional Aids  
Implementation Plans  
Coaching  
Mentoring

# Implementation Strategies

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A combination of strategies from **all 3** levels are needed to increase implementation success.



<b>Strategies Used</b>	<b>Level</b>
Staff listen to a lecture on Antecedent Behavior Intervention (ABI)	<p><b>Know-</b> provides staff with a base of knowledge, and key terms</p>
Staff look at a case study in pairs and discuss how they might implement ABI.	<p><b>Demonstrate-</b> Staff are able to begin working with the new concept and seeing how it works in action vs. theory</p>
Staff are provided with materials to help implement ABI in the classroom, including a quick reference sheet, and sheets for recording behavior data	<p><b>Apply-</b> This is at the low end of the level, but by providing staff with materials it makes it easier for them to implement a practice.</p>
Management provides follow-up support for all staff by modeling how to track behavior, or by helping teachers write behavior plans	<p><b>Apply-</b> Follow up support is integral to ensuring implementation.</p>



<b>Strategies Used</b>	<b>Level</b>
Staff watch a video about incorporating STEAM in the classroom.	<p><b>Know-</b> provides staff with a base of knowledge, and key terms</p>
Staff work in small groups to practice using common children's books to create STEAM challenges.	<p><b>Demonstrate-</b> Staff are able to begin working with the new concept and seeing how it works in action vs. theory</p>
Staff receive a booklet of 20 STEAM projects that include all materials needed, the objectives covered, open-ended questions to ask, and related concepts.	<p><b>Apply-</b> Staff are able to begin incorporating STEAM immediately, without having to find their own activities. They are more likely to fully implement the practice.</p>
Management updates the lesson plan template to include a weekly STEAM project. Staff having a hard time with this receive additional support.	<p><b>Apply-</b> Incorporating the activity into the lesson plan template and providing additional support as needed increases the likelihood that this will be implemented.</p>



- Align PD goals and plans to Program Goals & SRGs
- Use research-based strategies during trainings
- Provide ongoing support for implementation
  - Materials, modeling, mentoring, peer support
- Ongoing training (building depth over time)
  - Opportunities to practice, discuss with peers, and add strategies to their “tool kit”
- Ensure components of in-house monitoring include PD topics
  - Staff reporting, performance evaluations, observations

## **What is a Layered Approach?**

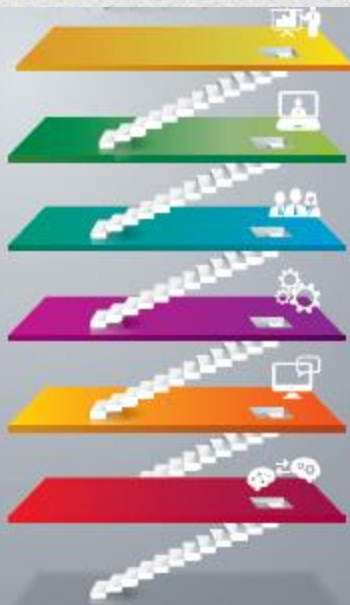
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Success  
doesn't just  
happen. It's  
planned for.

*Anonymous*

meetrilla.com

- ✓ Used data to inform planning
- ✓ Planned training to build on each other
- ✓ Incorporated experts
- ✓ Research-based PD strategies
- ✓ Implementation
- ✓ A layered approach





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## **Connect with Me!**

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