Intentional Planning for Professional Development

A Layered Approach to Improve Implementation
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.

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

- 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)
• 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?
How do we become intentional?
First Steps

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

Data + Community Needs + Head Start Early Learning Outcomes Framework = School Readiness Goals
### Social and Emotional Development Goal: Improve children’s ability to regulate their own emotions and behaviors

<table>
<thead>
<tr>
<th>HSELOF Domain</th>
<th>TSG Alignment</th>
<th>Task</th>
<th>Success Criteria</th>
<th>Monitoring</th>
<th>Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-SE-1</td>
<td>a</td>
<td>1</td>
<td>Children will participate in various activities, both individually and in groups, with positive outcomes.</td>
<td>Teachers will document progress in TSG. Checkpoints will be monitored bi-annually by Education Management Team.</td>
<td>Family Advocates will provide resources for families about recognizing and supporting positive behavior.</td>
</tr>
<tr>
<td>P-SE-1</td>
<td>b</td>
<td>2</td>
<td>Students will communicate effectively and demonstrate positive social interactions with peers and adults.</td>
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</tr>
<tr>
<td>P-SE-1</td>
<td>c</td>
<td>3</td>
<td>Students will demonstrate self-regulation through writing, drawing, or engaging in art activities.</td>
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### Language and Literacy Goal: Improve children’s ability to demonstrate their understanding of written and oral language

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<tr>
<td>P-LC-1</td>
<td>a</td>
<td>1</td>
<td>Children will demonstrate increased independence in speaking, reading, and writing.</td>
<td>Teachers will document progress in TSG. Checkpoints will be monitored bi-annually by Education Management Team.</td>
<td>Family Advocates will provide resources for families about recognizing and supporting positive behavior.</td>
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### Cognition Goal: Improve children’s ability to think mathematically and scientifically

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<td>P-MATH-5</td>
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### Perceptual, Motor, and Physical Development Goal: Improve children’s ability to coordinate and control fine motor skills (small muscles)

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<td>P-PMD-1</td>
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<td>Students will demonstrate increased understanding of written and oral language.</td>
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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**
- 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**
Time to get more **specific**

<table>
<thead>
<tr>
<th>Overarching Theme/ Topic</th>
<th>Possible directions</th>
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<tr>
<td>Social-Emotional Development</td>
<td>• Developmentally appropriate behavior</td>
</tr>
<tr>
<td></td>
<td>• Challenging Behaviors</td>
</tr>
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<td></td>
<td>• Mindfulness Practices</td>
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<td></td>
<td>• Trauma- Informed Practices</td>
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<tr>
<td></td>
<td>• Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>• Problem-solving</td>
</tr>
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<td></td>
<td>• Conflict resolution</td>
</tr>
<tr>
<td></td>
<td>• Self-regulation</td>
</tr>
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<td></td>
<td>• Teacher-child interactions</td>
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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**
<table>
<thead>
<tr>
<th>Child Outcomes</th>
<th>Community Needs</th>
<th>Other Trends</th>
<th>Professional Development Focus Area(s)</th>
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</thead>
</table>
| Slow growth in social-emotional domains | Increased referrals to CPS | Increased # of serious behavioral concerns | Trauma-Informed Care  
- Mindfulness Practices  
- Building relationships with families  
- Challenging Behavior  
  - Developmentally appropriate behavior  
  - Individualized strategies (tiers 2 & 3)  
  - Whole class strategies (tier 1) | | | |
### Scheduling PD with Implementation in mind

<table>
<thead>
<tr>
<th>Orientation</th>
<th>What training do staff NEED to get the year started?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Start off with Tier One Strategies and introductory material</td>
</tr>
<tr>
<td></td>
<td>- Avoid overwhelming new staff</td>
</tr>
<tr>
<td></td>
<td>- Avoid “spray and pray” technique- stay focused!!</td>
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</table>

| September   | - Follow up on trainings from orientation              |
|             | - Continue to build teacher “tool kit” related to previous topics |
|             | - Provide opportunities for staff to share out about their implementation (challenges, strategies….)

| November    | - Continue building on prior trainings                |
|             | - Bring in experts (community partners)               |
| January     | - Continue to build teacher “tool kit”                |
| March       | - Provide instructional aids                          |
| April       | - Round table discussions about implementation        |

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| Orientation     | Toxic Stress (What is it?)  
|                 | Tier 1 strategies for behavior management  
|                 | Introduction to mindfulness practices  
|                 | The Family-School Partnership  
| October         | Expert on building relationships with and understanding the needs of refugee families  
|                 | Family Engagement Practices  
|                 | RT: implementation of behavior strategies  
| November        | Expert spoke on Challenging Behaviors (Tiers 2&3)  
|                 | Expert spoke on developmentally appropriate expectations for social-emotional development  
|                 | Expert introduced new mindfulness strategies for our classrooms  

**Actual Sample of PD**
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

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

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 (TS3) and webinar opportunities
  - Coaching

A plan for EVERY SRG Goal
Now what?

- Used data to inform planning
- Planned training to build on each other
- Incorporated experts

- Research-based PD strategies??
- Implementation??
- A layered approach??
Research-based PD strategies
Exposure Strategies

- **Know**
  - Readings
  - Lecture
  - Training videos
  - Discussion
  - Team Meetings

- **Demonstrate**

- **Apply**
Skill Building Strategies

- Apply
  - Role playing
  - Case Studies
  - Guided Reflection
  - Practice with feedback
- Demonstrate
- Know
Implementation Strategies

- Know
- Demonstrate
- Apply

Instructional Aids
Implementation Plans
Coaching
Mentoring
A combination of strategies from all 3 levels are needed to increase implementation success.
<table>
<thead>
<tr>
<th>Strategies Used</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff listen to a lecture on Antecedent Behavior Intervention (ABI)</td>
<td><strong>Know-</strong></td>
</tr>
<tr>
<td></td>
<td>provides staff with a base of knowledge, and key terms</td>
</tr>
<tr>
<td>Staff look at a case study in pairs and discuss how they might implement ABI.</td>
<td><strong>Demonstrate-</strong></td>
</tr>
<tr>
<td></td>
<td>Staff are able to begin working with the new concept and seeing how it works in action vs. theory</td>
</tr>
<tr>
<td>Staff are provided with materials to help implement ABI in the classroom, including a quick reference sheet, and sheets for recording behavior data</td>
<td><strong>Apply-</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Management provides follow-up support for all staff by modeling how to track behavior, or by helping teachers write behavior plans</td>
<td><strong>Apply-</strong></td>
</tr>
<tr>
<td></td>
<td>Follow up support is integral to ensuring implementation.</td>
</tr>
<tr>
<td>Strategies Used</td>
<td>Level</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Staff watch a video about incorporating STEAM in the classroom.</td>
<td><strong>Know</strong>- provides staff with a base of knowledge, and key terms</td>
</tr>
<tr>
<td>Staff work in small groups to practice using common children’s books to create STEAM challenges.</td>
<td><strong>Demonstrate</strong>- Staff are able to begin working with the new concept and seeing how it works in action vs. theory</td>
</tr>
<tr>
<td>Staff receive a booklet of 20 STEAM projects that include all materials needed, the objectives covered, open-ended questions to ask, and related concepts.</td>
<td><strong>Apply</strong>- Staff are able to begin incorporating STEAM immediately, without having to find their own activities. They are more likely to fully implement the practice.</td>
</tr>
<tr>
<td>Management updates the lesson plan template to include a weekly STEAM project. Staff having a hard time with this receive additional support.</td>
<td><strong>Apply</strong>- Incorporating the activity into the lesson plan template and providing additional support as needed increases the likelihood that this will be implemented.</td>
</tr>
</tbody>
</table>
• 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?
✓ 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!