

# TIER

**T**iered **I**nterventions Using  
**E**vidence-Based **R**esearch

## Handouts

### Leadership

---

Ongoing Professional Development  
and Support



---

© 2020 The University of Texas System/Texas Education Agency

These materials may be reproduced under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (CC-BY-ND-NC-4.0 International). To view a copy of this license, visit

**<http://creativecommons.org/licenses/by-nc-nd/4.0>**

To obtain a license to use the materials in a manner not specified above, contact  
**[licensing@meadowscenter.org](mailto:licensing@meadowscenter.org)**

# Annual Professional Development Plan

## Planning Steps

1. Determine need.
2. Analyze need.
3. Determine type of training.
4. Create a plan.
5. Revisit to adjust.

## Step 1: Determine Need

### Data to Collect

- District- and campus-level data
- Teacher- and grade-level data
- Student-level data
- Classroom observations
- Staff surveys
- Campus and district goals

### Type of Need

- Do we need initial or follow-up training on the core program?
- Do we need initial or follow-up training on the intervention program?
- Do we need initial or follow-up training on the assessment tool(s)?
- Do we need training on data analysis connected to planning?
- Do we need training on data entry and creating and pulling reports?
- Do we need training on the effective use of a resource?
- Do we need training on an effective instructional practice to support delivery?
- Do a sufficient amount of data support this need?
- What are the funding, time, and personnel limits for this need?
- What type of training will best meet staff needs (e.g., face to face, online, instructional coaching)?

## Preparation

- Will the training be differentiated or do all staff members need the information?
- How will we introduce the training to staff members to ensure an understanding of the big picture, the purpose of the training with a connection to data or goals, and what is expected with implementation?
- How will we ensure that application is part of the training?

## Quality Control

- How will we ensure that key personnel attend (i.e., instructional support and campus leadership)?
- What are the criteria to ensure that the training is of high quality and supported by research?
- What are the criteria to ensure that the training is delivered by high-quality providers?
- Will the training support our district and campus improvement plan?
- Do data support the need for the training (e.g., district- and campus-based data, individual student data, classroom observational data, community support)?
- What are the criteria to ensure effective implementation and sustained effort? Does the training provide this implementation tool or do we need to create a campus-based tool?
- How will we ensure that the intended staff members attend?

## Sustainability

- How will we provide ongoing support for the training to ensure implementation?
- Will we need instructional coaching support, and if so, what will be the focus?

## Step 2: Analyze Need

- Specific need
- Scheduling
- Cost
- Number of participants
- Initial or follow-up
- Location
- Time

### **Step 3: Determine Type of Training**

#### Possible Modes

- Face to face
- Article review
- Mentoring
- Action research
- Book study
- Learning walk
- Conference
- Online course
- Video analysis
- Collaborative planning
- Professional learning community
- Case study analysis
- Instructional coaching
- Webinar
- Reflective journaling
- Peer observation

#### Possible Topics

- Multi-tiered system of supports (MTSS) framework and planning
- Core or content area program
- Intervention program
- Assessment administration
- Data management
- Data analysis
- Behavior or class management
- Behavioral and mental health
- Culturally responsive instruction
- Instructional delivery

- Explicit instruction
- Modeling
- Scaffolding
- Different grouping formats
- Multiple response and practice opportunities
- Effective feedback
- Content area component
- Specific strategy or skill
- Training development and delivery

### Step 4: Create a Plan

#### Plan Overview (Example)

Element	Plan
<b>Topic of Support</b>	Mathematics: The instructional practices should include strategies for solving word and algebra problems.
<b>Data Source(s)</b>	<ul style="list-style-type: none"> <li>• Measures of Academic Progress (MAP) scores: Grade 6 = 220.5, grade 7 = 222.6, and grade 9 = 229.3</li> <li>• Classroom observation: Lack of explicit modeling of problem solving</li> </ul>
<b>Outcome Desired</b>	When students implement this strategy on a regular basis, we anticipate an increase in MAP scores of 5%.
<b>SMART Goal(s)</b>	By January 10, 2020, mathematics teachers will implement on a regular basis the attack strategy to solve word problems.
<b>Lesson Connection</b>	Look for the following: <ul style="list-style-type: none"> <li>• Use of the anchor chart when teaching</li> <li>• Think-alouds while modeling the steps</li> <li>• Anticipated barriers indicated in lesson plans and possible scaffolds</li> </ul>

## Plan Overview (Template)

Element	Plan
Topic of Support	
Data Source(s)	
Outcome Desired	
SMART Goal(s)	
Lesson Connection	

## Plan Overview (Template)

Element	Plan
Topic of Support	
Data Source(s)	
Outcome Desired	
SMART Goal(s)	
Lesson Connection	

Plan Details (Example)

Topic of Support	Action Step	Duty Assigned	Outcome Measure	Training Type or Resources Needed	Due Date(s)	Notes	Revisit to Adjust: Notes
Math: Word problems and algebraic problems	Teachers will receive initial training on the attack strategy. We will provide the following classroom support for implementation: observations, debriefing, modeling, and lesson planning support.	The instructional coach will deliver the initial training. The instructional coach will conduct follow-up classroom support (i.e., debriefing or modeling) based on need. Campus leaders will check for implementation.	Instructional coaches and campus leaders will conduct classroom walkthroughs and observations to ensure effective implementation. Teacher lesson plans will be reviewed. Student scores and quality of work are expected to increase.	Develop the P.D. Create a document of items to look for during classroom walkthroughs and observations. Create an anchor chart that lists the steps of the attack strategy for teachers to display and use in the classroom.	Initial training: 8/15/2019 Classroom support: 8/17/2019 to 1/10/2020 Revisit to adjust after middle-of-year assessment point.	Take notes to check progress at data meetings: teacher reflection of student implementation and classroom-based data. Teachers have shared the value of the instructional coach support for implementation (continue using the coaching model).	Sixth grade has not made progress with scores. We will revisit via review of strategy and partner practice with the anchor chart. This review will be done during planning periods. The coaching will increase classroom support for this grade level.



Plan Details (Template)

Topic of Support	Action Step	Duty Assigned	Outcome Measure	Training Type or Resources Needed	Due Date(s)	Notes	Revisit to Adjust: Notes

### **Step 5: Revisit to Adjust**

- Was the goal achieved?
- What are next steps to continue support or extend learning?

Notes:

Adapted from the Middle School Matters Institute (<https://greatmiddleschools.org>).

# Resources

## Needs Assessments

Campus Needs Assessment Tools

<https://meadowscenter.org/resource/campus-needs-assessment-tools>

Tools from the Building RTI Capacity for Implementation in Texas Schools project for reading, math, and behavior

## Planning Assistance

Designing High-Quality Professional Development

<https://files.eric.ed.gov/fulltext/ED578499.pdf>

Booklet from the Center on Instruction

## Online Professional Development Opportunities

Information for Trainers and Coaches

<https://intensiveintervention.org/audience/trainers-coaches>

Resources for trainers and instructional coaches supporting teachers, including professional development to improve coaching

## Support for Coaches

You Can't Have a Coaching Culture Without a Structure

<https://ascd.org/el/articles/you-cant-have-a-coaching-culture-without-a-structure>

Article by Elena Aguilar that discusses how to support a coaching culture

Self-Paced Training Modules

<https://intensiveintervention.org/effective-practices-coaches-self-paced-training-modules>

Course for instructional coaches to learn more about observations, modeling, and feedback

T·I·E·R

## **Coaching Planning Questions**

1. What is your vision of professional development and its implementation?

2. How will you use coaching to support growth?

3. What is your coaching model?

4. What goals will you establish?

5. How will you ensure a coaching relationship?

6. How will you evaluate effectiveness?

7. What are your hiring criteria for qualified coaches?

8. What training and ongoing support will you provide for your coaches?

T·I·E·R

# Co-Teaching Arrangements: What to Look for

Benefits	Teaching Examples
<b>One teaching, one observing</b>	
<ul style="list-style-type: none"> <li>Ability to systematically and strategically check student progress</li> <li>Ability to collect specific data (i.e., academic or behavior)</li> <li>Suitability for new co-teaching situations</li> <li>Different perspective of student performance when both take turns with this role</li> </ul>	<ul style="list-style-type: none"> <li>The observing teacher collects data formally (e.g., checklist) or informally (e.g., duplicate form, sticky note) to inform instruction or for next steps.</li> <li>The teacher observes student participation and engagement.</li> <li>The teacher records on- and off-task analysis.</li> <li>Evaluation personnel conduct a functional behavior assessment.</li> </ul>
<b>Station teaching</b>	
<ul style="list-style-type: none"> <li>Suitability for two small-group instructional opportunities</li> <li>Ability to monitor group work</li> <li>Ability to progress monitor more students more frequently</li> <li>Ability to differentiate based on teacher expertise</li> <li>Ability to address a wider range of abilities</li> <li>Ability to deliver content in small groups</li> <li>Multiple teaching styles when learning the content</li> </ul>	<ul style="list-style-type: none"> <li>Both teachers interject themselves into a workstation or group activity to lead or support.</li> <li>Both teachers lead an individualized small group.</li> <li>Content information is delivered on a rotating basis with two instructors.</li> </ul>
<b>Parallel teaching</b>	
<ul style="list-style-type: none"> <li>Ability to split class into two heterogeneous groups to deliver the content more effectively</li> <li>Ability to differentiate and meet a wide range of abilities</li> <li>Ability to maximize participation and engagement</li> <li>Multiple teaching styles when students learn content</li> </ul>	<ul style="list-style-type: none"> <li>Teachers introduce a new concept, skill, or strategy.</li> <li>Students' prior knowledge is readily accessed before teaching a concept.</li> <li>Content discussion or reflection is smaller to allow for more participation.</li> <li>Based on whole-class results of an assessment, a targeted review with more opportunities for all is provided.</li> </ul>
<b>Alternative teaching</b>	
<ul style="list-style-type: none"> <li>Ability to split class into two homogeneous groups to deliver the content more effectively</li> <li>Ability to address alternative materials or prerequisites based on class needs</li> <li>Multiple teaching styles when students learn content</li> </ul>	<ul style="list-style-type: none"> <li>Group size varies based on need or the focus of the lesson. Following initial instruction, teaching proceeds similar to the parallel teaching approach</li> <li>Reteaching or new instruction occurs based on assessment scores; the class is divided according to need.</li> </ul>

Benefits	Teaching Examples
<b>Teaming</b>	
<p>Full engagement of both teachers in the delivery beyond just splitting up sections (the “one teaching, one assisting” delivery approach)</p> <p>Role shifts throughout the lesson with students benefiting from both teachers’ expertise</p> <p>Different perspectives</p> <p>Diminished labels of classroom teacher versus special education teacher</p>	<p>Both teachers actively plan all content.</p> <p>Teachers switch roles fluidly.</p>
<b>One teaching, one assisting</b>	
<p>Ability to demonstrate one person’s expertise in the content or delivering</p> <p>Ability for supporting teacher to ask a clarifying question based on work reviewed while circulating the room</p> <p>Ability for both teachers to assist during guided instruction and independent learning by circulating and providing “on-the-spot” support</p>	<p>The specialist co-teaches for a short amount of time in several classrooms.</p> <p>One teacher explains a chapter and the other demonstrates the completion of a graphic organizer.</p> <p>One teacher gives directions while the other models or demonstrates.</p> <p>The assisting teacher uses support devices (i.e., communication devices) with specific students.</p> <p>The assisting teacher monitors appropriate use of manipulatives when they are introduced.</p> <p>One teacher reviews the agenda for the day while the other checks for homework completion.</p> <p>Each teacher teaches a specific portion of the lesson while the other assists—sharing the delivery of the whole lesson.</p> <p>One teacher informally assesses or checks for understanding while the other teaches.</p>

Adapted from the following:

Education Service Center Region 20. (2018). *Co-teaching: A how-to guide: Guidelines for co-teaching in Texas*. Austin, TX: Texas Education Agency.

Perez, K. (2012). *The co-teaching book of lists*. San Francisco, CA: John Wiley & Sons.