



Leadership

Ongoing Professional Development and Support



Annual PD Plan



Outline

- Annual professional development (PD) plan
- Initial training and support
- In-class support
- Support in ongoing data use



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Planning PD



Video:

[An Introduction to Teacher Development](#)

- What should PD look like?
- What is the mindset of a lifelong learner?

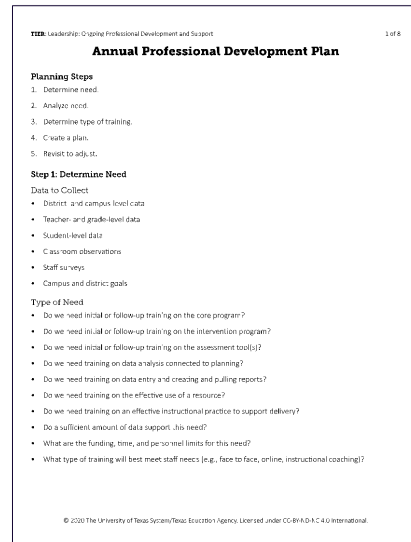


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Steps to Develop an Annual PD Plan



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



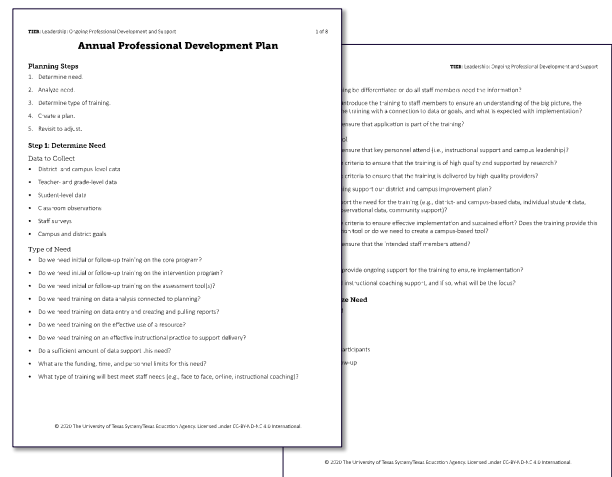
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Step 1: Determine Need



Gather data from multiple sources to support your decision, including the following:

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

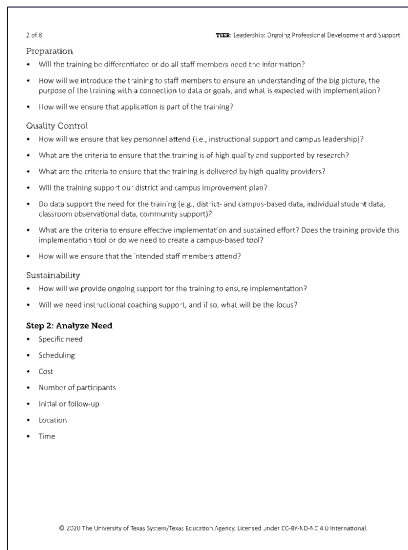


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Step 2: Analyze Need



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



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Step 3: Determine Type of Training



- In-person or remote 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

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Step 4: Create a Plan



- Capture needs.
- Support planning.
- Encourage action.
- Support adjustments.

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- 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
Topic of Support	Mathematics: The instructional practices should include strategies for solving word and algebra problems.
Data Source(s)	<ul style="list-style-type: none"> • Measures of Academic Progress (MAP) scores: Grade 6 = 230.5, grade 7 = 232.6, and grade 9 = 229.3 • Classroom observation: Lack of explicit modeling of problem solving
Outcome Desired	When students implement this strategy on a regular basis, we anticipate an increase in MAP scores of 5%.
SMART Goal(s)	By January 30, 2020, mathematics teachers will implement on a regular basis the attack strategy to solve word problems.
Lesson Connection	Look for the following: <ul style="list-style-type: none"> • Use of the anchor chart when teaching • Think-alouds while modeling the steps • Anticipated barriers indicated in lesson plans and possible scaffolds

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Step 5: Revisit to Adjust



- Was the goal achieved?
Did district-level data, campus-level data, student-level data, staff knowledge, and/or instructional delivery improve?
- What are next steps to continue support or extend learning?

8 of 8 **TIER** Leadership: Deepening Professional Development and Support

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 Math Project (https://msmathproject.org).

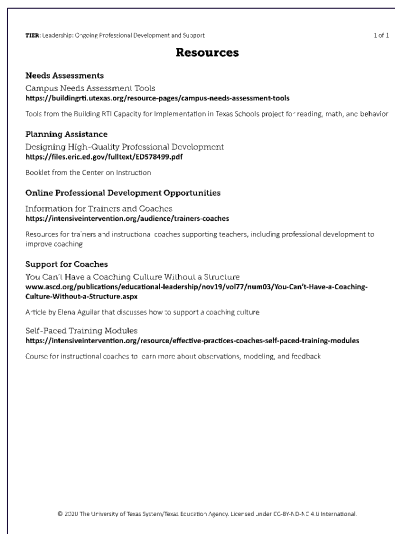
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Additional Planning Resources



- **Resources** handout
- Other pathways in this module:
 - Creating the Instructional Program
 - Creating an Assessment Plan



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Initial Training and Support

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Initial Training and Support

- Core or content area instructional program
- Intervention program
- Effective instructional delivery
- Assessment administration
- Data management and use



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Initial Training and Support for Core or Content Area Programs

- Initial training is a must for both new programs and teachers new to implementing a program.
- Training for core or content area programs usually requires at least a full day.

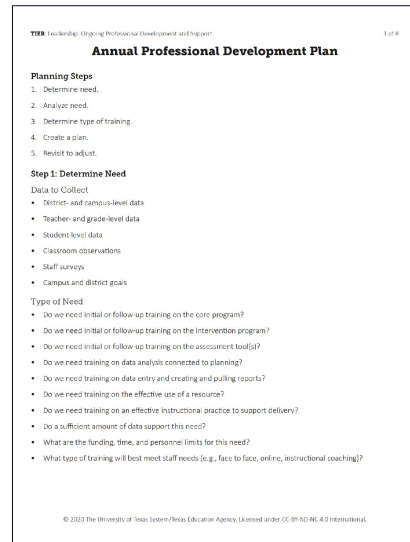


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Planning Initial Training and Support for Core or Content Area Programs



- Is initial training needed for all core or content area programs?
- Do specific teachers need this initial training?
- How will ongoing support be provided for the implementation of all core or content area programs?
- Who will provide this initial training and ongoing support?



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Initial Training and Support for Intervention Programs

- Intervention programs require upfront training and support.
- Initial training for interventions may take anywhere from 2 days to 2 weeks.
- More intensive interventions (i.e., Tier 3) typically require more intensive training that can last several days or weeks.



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Planning Initial Training and Support for Intervention Programs

- Is initial training needed for all intervention programs?
- Do specific teachers need this initial training?
- How will ongoing support be provided for the implementation of all intervention programs?
- Who will provide this initial training and ongoing support?

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Initial Training and Support in the Features of Effective Instruction

Teachers not trained in the instructional features to support all learners need initial training and support in these elements.



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Planning Initial Training and Support in the Features of Effective Instruction



- Do teachers know what is meant by explicit instruction?
- Can teachers effectively model strategies and skills across different content areas?
- Do teachers need more information about how to scaffold instruction, especially for students who struggle?
- How will ongoing support be provided for the implementation of different grouping formats?
- Who will provide this initial training and ongoing support?

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Initial Training and Support in Assessment Administration

- New teachers must be trained in all assessments that they will be responsible for administering, and previously trained teachers should receive yearly refresher trainings.
- Instructional coaches, administrators, or lead teachers should observe all teachers to ensure reliable administration using standardized procedures and language.
- Teachers who do not demonstrate reliable administration should receive additional training and support.

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Planning Initial Training and Support in Assessment Administration



- Do teachers need initial training in administering a specific assessment?
- Do teachers understand the importance of using standardized procedures and language when administering each assessment?
- Have you ensured that teachers administer each assessment reliably?

T·I·E·R

Initial Training and Support in Data Management and Use

- Teachers may need training in how to enter data into the data management system.
- Teachers may also need training and support in how to examine data and create reports using this system.



T·I·E·R

Planning Initial Training and Support in Data Management and Use

- Do teachers need training in using the data management system?
- What initial training will you provide in using student data?
- How will you provide teachers with ongoing support in using the data to differentiate instruction, including grouping students?

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In-Class Support

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In-Class Support

- Instructional coaching
- Co-teaching
- Planning

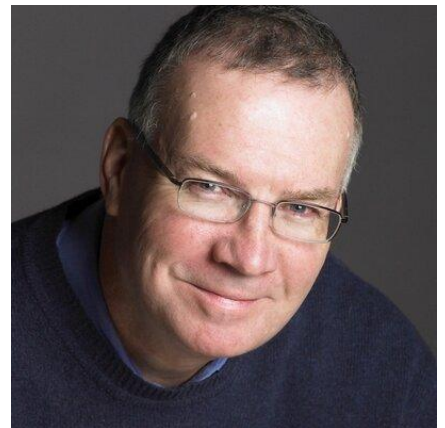


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Instructional Coaching

“Instructional coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.”

— Knight, 2016



Jim Knight

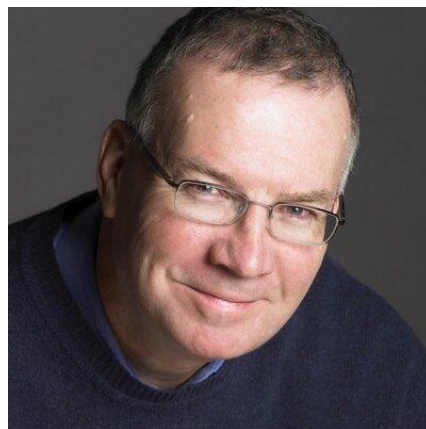
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Collaboration Is Key



“Collaboration is the lifeblood for instructional coaching. Through collaboration, the coach makes it possible for teachers to engage in reflective dialogue about teaching.”

— Knight, 2007



Jim Knight

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Instructional Coaching Basics

- An inclusive, differentiated approach to building teachers' skill sets in areas of focus
- A knowledgeable, respectful educator who can provide consistent, honest feedback
- An administrator or a teacher hired for this role



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The Impact of Coaching

PD Components	Knowledge Development	Skill Development	Classroom Implementation
Training: Presentation of theory	85%	15%	5%–10%
Training: Demonstration by trainer	85%	18%	5%–10%
Training: Practice and feedback	85%	80%	10%–15%
Coaching	90%	90%	85%–90%

Joyce & Showers, 2002

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The Coaching Process



Preconference



Observation or
Modeled Lesson



Postconference

- At your campus or district, when planning lesson observations or modeling, do coaches follow a process similar to this one?
- What obstacles might prevent a coach from implementing this process?

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Preconference Alliance-Building Strategies

- **Interpersonal skills:** Effective communication, trust building, nonevaluative language
- **Collaboration:** Meeting needs and goals, conveying that improving teaching is teamwork
- **Expertise:** Teaching in the content area



Pierce & Buysse, 2015

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Conducting Observations

- Setting a purpose based on data
- Scheduling the observation
- Continued alliance building



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Modeling Lessons

- Basing model lessons on data
- Setting expectations
 - What will be modeled
 - What the teacher will watch for
- Planning next steps for after the lesson



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Postconference With High-Quality Performance Feedback

Descriptive

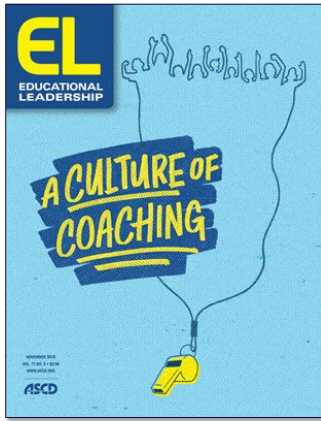
- Specific
- Positive
- Timely
- Corrective (if warranted)

Student Rationale

- When the **teacher** does X, **students** do Y.
- Example: “Providing additional examples and nonexamples allows struggling students to develop a deeper understanding of new words.”

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Establishing a Coaching Culture: Questions 1–3

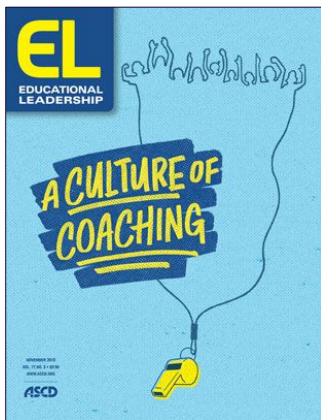


1. What is your vision of PD and its implementation?
2. How will you use coaching to support growth?
3. What is your coaching model?

www.ascd.org/el/articles/you-cant-have-a-coaching-culture-without-a-structure

Aguilar, 2019

Establishing a Coaching Culture: Questions 4–6

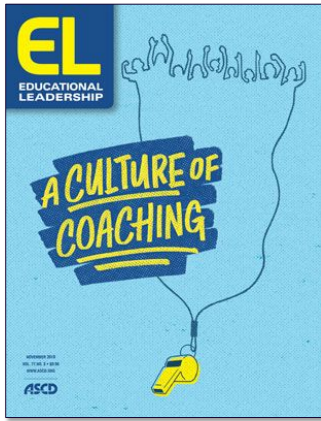


4. What goals will you establish?
5. How will you ensure a coaching relationship?
6. How will you evaluate effectiveness?

Aguilar, 2019

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Establishing a Coaching Culture: Questions 7–8



7. What are your hiring criteria for qualified coaches?
8. What training and ongoing support will you provide to your coaches?

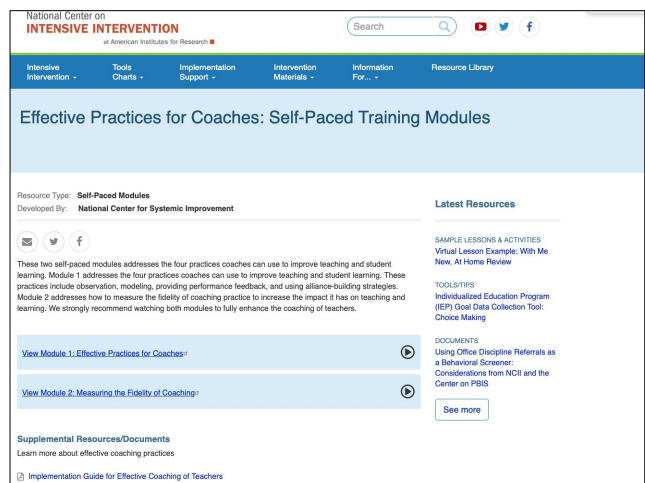
Aguilar, 2019

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Online Course to Support Coaches

Self-paced modules for instructional coaches to learn more about observations, modeling, and feedback:

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



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What Is Co-Teaching?

- Special education and general education teachers planning and working together to engage learners who represent a range of abilities
- Two teachers working together as partners
- Teachers collaborating in all aspects of instruction.



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Effective Co-Teaching

- Training for staff members
- Scheduling considerations:
 - Proximity among classrooms
 - Teacher expertise
 - Time for teachers to collaborate
- Collaboration:
 - Both teachers can support all students.
 - Both teachers should take an active role in instruction and other duties.

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Co-Teaching Arrangements: What to Look for



- In which classrooms have you seen these types co-teaching arrangements?
- What examples would you add to the handout?

LEAP Leadership: Opening Professional Development and Support 1 of 2

Co-Teaching Arrangements: What to Look for

Benefits	Teaching Examples
One teaching, one observing Ability to systematically and strategically check student progress Ability to collect specific data (i.e., academic or behavior) Suitability for non-teaching situations Differ in perspective of student performance when both take turns with this role	The observing teacher collects data formally (i.e., checklist) or informally (e.g., duplicate form, sticky note) to inform next actions or for next steps. The teacher observes student participation and engagement. The teacher records on- and off-task analysis. One co-teacher may conduct a functional behavior assessment.
Station teaching Suitability for two time group instructional opportunities Ability to monitor group work Ability to progress monitor more students more frequently Ability to differentiate based on teacher expertise Ability to address a wider range of abilities Ability to deliver content in small groups Multiple teaching styles when learning the content	Both teachers intersect themselves into a workstation or group activity to lead or support. Both teachers lead an individualized small group. Content information is delivered on a rotating basis with two instructors.
Parallel teaching Ability to split class into two heterogeneous groups to deliver the content more effectively Ability to differentiate and meet a wide range of abilities Ability to maximize participation and engagement Multiple teaching styles when students learn content	Teachers introduce a new concept, skill, or strategy. Students' prior knowledge is readily accessed before teaching a concept. Content discussion or reflection is smaller so allow for more participation. Based on whole-class results of an assessment, a targeted review with more opportunities for it is provided.
Alternative teaching Ability to split class into two homogeneous groups to deliver the content more effectively Ability to address alternative materials or procedures used in class needs Multiple teaching styles when students learn content	Groups are varied based on need or the focus of the lesson. Following initial instruction, teaching proceeds with at least one parallel teaching approach. Reteaching or new instruction occurs based on assessment scores; the class is divided according to need.

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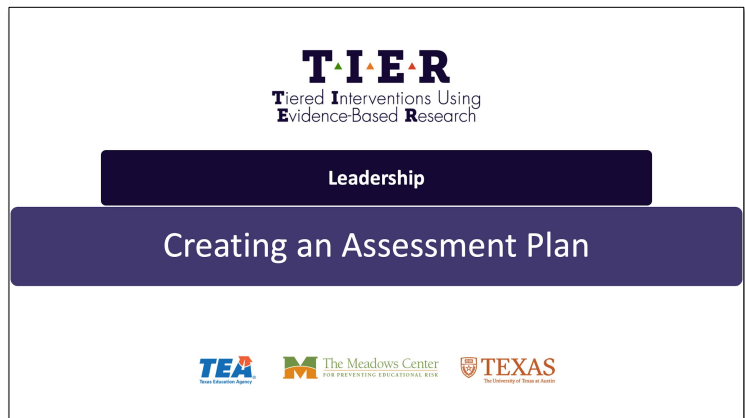
Support in Ongoing Data Use

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Support in Ongoing Data Use

- Manage data effectively.
- Establish goals.
- Analyze progress.

For more information, see the Creating an Assessment Plan pathway in this module.



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Manage Data Effectively

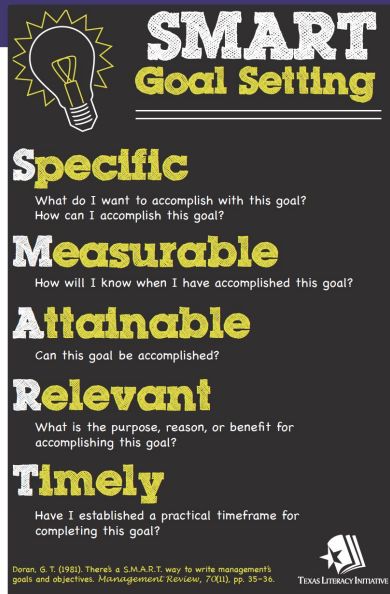


- Are assessment windows scheduled?
- Is the timeframe to enter data consistently met or does it vary among grade levels?
- Do teachers understand data entry?
- Do teachers know how to access the information to inform instructional decision making?
- Do teachers understand the sharing and storage requirements to ensure that the Family Educational Rights and Privacy Act (FERPA) is met?

Reflect on your teachers' data management knowledge and practices. Are next steps needed?

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Establish Goals



Doran, 1981

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SMART Goal Example



Analyze the goal for each **SMART** element: Specific, Measurable, Attainable, Relevant, and Timely.

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- Explicit instruction
- Modeling
- Scaffolding
- Different grouping formats
- Multiple response and practice opportunities
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Step 4: Create a Plan

Plan Overview (Example)

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

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Establish Goals



SMART Goal Setting

Specific
What do I want to accomplish with this goal?
How can I accomplish this goal?

Measurable
How will I know when I have accomplished this goal?

Attainable
Can this goal be accomplished?

Relevant
What is the purpose, reason, or benefit for accomplishing this goal?

Timely
Have I established a practical timeframe for completing this goal?

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(1), pp. 35-36.

TEXAS LITERACY INITIATIVE

SMART goal:

"By January 10, 2020, mathematics teachers will implement on a regular basis the attack strategy to solve word problems."

Doran, 1981

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SMART Goal Connections



- Lesson planning
- Instructional delivery
- Instructional observation

1 of 8

TIER Leadership: Shaping Professional Development and Support

- 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

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Analyze Progress

- Analyze progress at least bimonthly in data meetings and weekly when lesson planning.
- Connect this analysis to the following:
 - Lesson planning
 - Instructional delivery
 - Instructional observation



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Practice in Planning PD



- Step 1: Determine need.
- Step 2: Analyze need.
- Step 3: Determine type of training.
- Step 4: Create a plan.

[Action Plan](#)

TIER: Leadership | Cycle 1: Professional Development and Support 1 of 8

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 tools?
- 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)?

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Conclusion: Your To-Do List

- Create an annual PD plan.
- Provide initial training and support.
- Plan and implement in-class support.
- Support teachers in ongoing data use.



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Tiered Interventions Using
Evidence-Based Research

 **The Meadows Center**
FOR PREVENTING EDUCATIONAL RISK


Texas Education Agency

 **TEXAS**
The University of Texas at Austin

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