Title I Professional Development: Settings

PLCs (or other small groups) (In collaboration with principal and/or instructional coach)
- Adopt and refine displayed cycles.
- Book purchases & reflective studies on relevant, high priority topics
- Instructional design
- Support with substitutes and/or materials preparation

School-Based (In collaboration with principal and/or instructional coach)
- Using data to prepare & use STEPP, doing both long & short term planning and ongoing assessment
- Provide substitutes for:
  - Data analysis
  - High priority, school based or district-wide
  - Materials preparation
  - Lesson designing
  - Peer observations
  - Learning Walks
- Reflective book/topic studies, based on student data
- Provide & coordinate PD, in various forms, among certified and paraprofessional educators and families in Title I schools
- Non-evaluative, reflective learning walks

Across Title I Schools (In collaboration with principal and/or instructional coach)
- Book studies
- Formal graduate courses
- Support for peer observations or professional collaborations
- Learning Walks
- Coaching

Individually (In collaboration with principal and/or instructional coach)
- Refine instructional practice using:
  - Non-evaluative, focused learning walks
  - Support use of Danielson’s Framework to document best practice and prioritize PD
  - Coaching using Impact Cycle
  - Implementing Multi-Tiered Systems of Support for students (MTSS)
  - Support for all - strong focus on prevention rather than intervention
  - Universal Design for Learning (UDL) for all of Tier 1

Regardless of the Setting, Title I Professional Development Coordination also is:
- Asking questions that promote reflection
- Searching, obtaining, sharing, and supporting use of relevant professional resources
- Creating or supporting coursework to ensure professional excellence, advancement, and teacher retention
- Coordinating, documenting, assessing, and refining professional development in Title I schools in collaboration with school, district, and state educators