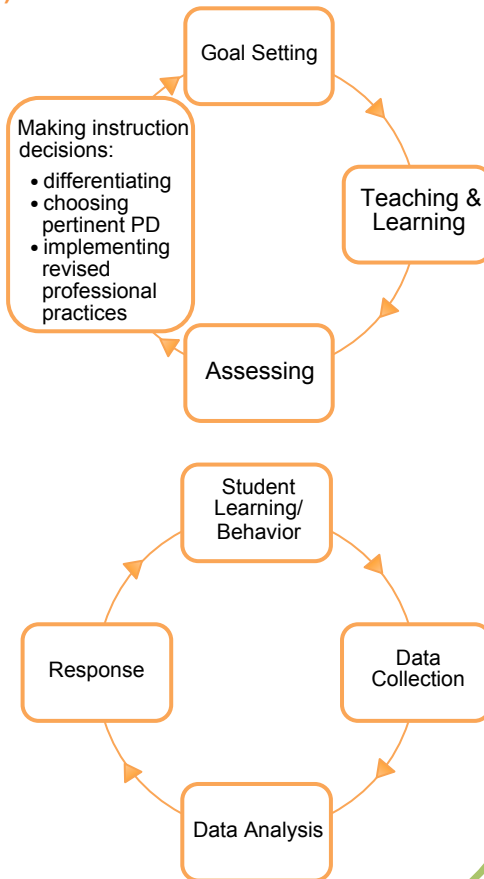
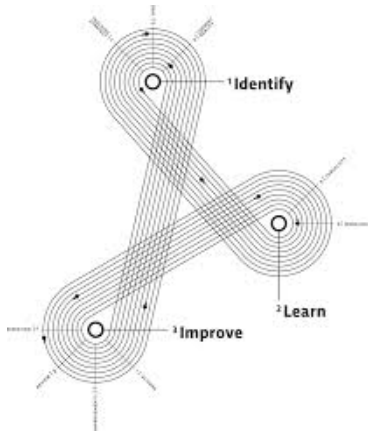


# Title I Professional Development: Settings

## 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