

Developing a Micro Learning PD Plan



PBSIS

Helping Schools Build Systems of Support

RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education
Office of Special Education



Funded by IDEA Part B 2023-2024

In partnership with NJ DOE OSE. Funded by IDEA Part B. (2023-2024)

Learning Outcomes

- Be familiar with the research on professional development strategies
- Understand the role of implementation scaffolds to support consistent use of practices
- Be familiar with a sample professional development plan



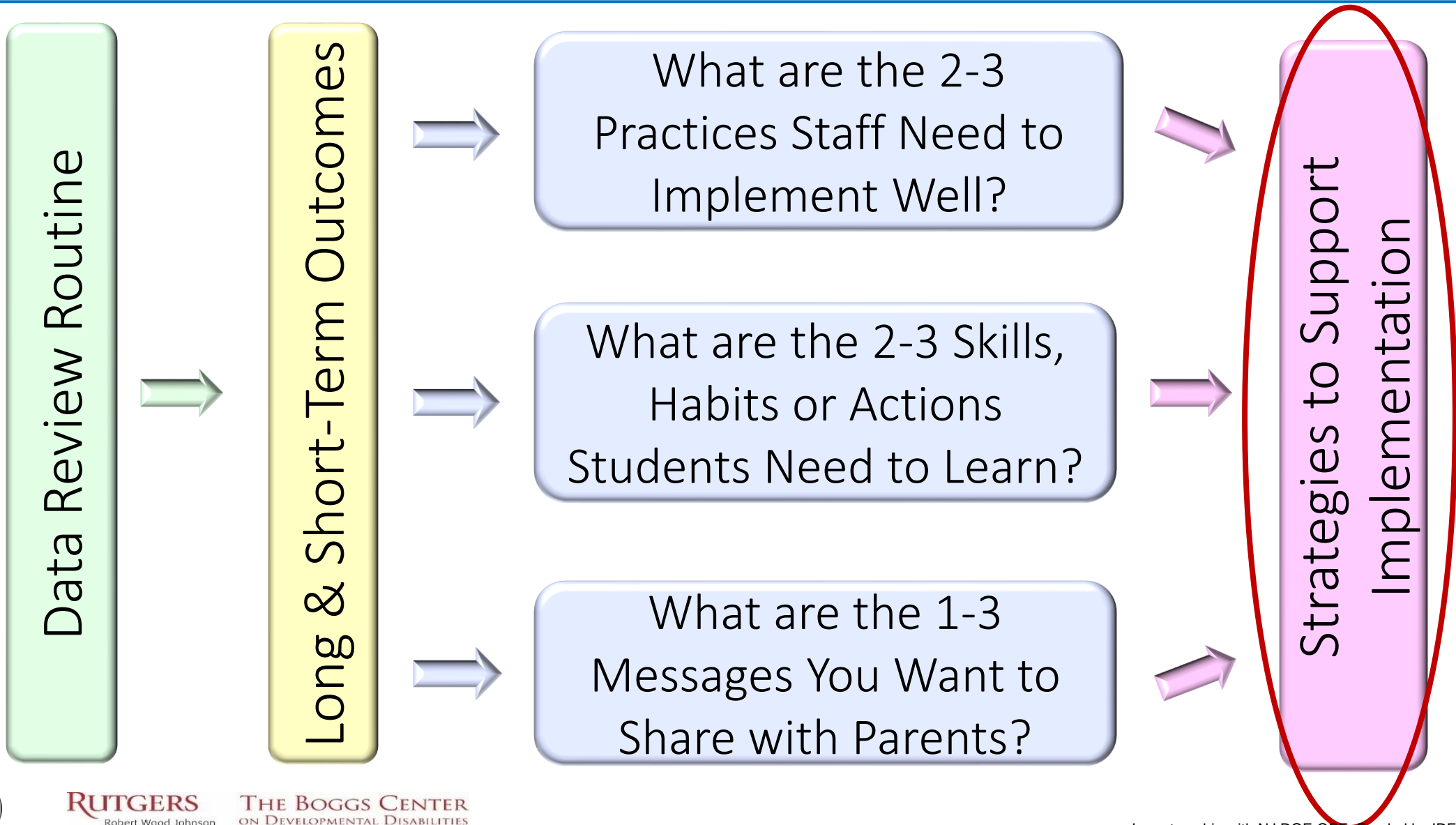
1. **Greet** students at the door
2. **Pre-correct** at the start of routines
3. **Engage** with high rates of opportunities to respond
4. **Supervise actively** by moving, scanning, & interacting at a 4:1 ratio
5. **Reinforce** effort and accomplishment



5 Every Day



Universal Team Intervention Planning



Increasing Teacher and Staff Use of Practices

- A growing body of published works have focused on professional development to increase the use of proactive strategies

(e.g., Briere et al., 2013; Gage et al., 2017; Gage & MacSuga-Gage, 2017; Simonsen et al., 2012; Simonsen et al., 2019)



Strategies to Support Implementation

- Among the strategies researchers have investigated include:

- Didactic instruction
- Peer to peer coaching
- Goal setting
- Performance feedback
- Self-monitoring
- Prompting strategies

(e.g., Bethune, 2017; Briere et al., 2013; Gage et al., 2017; Gage & MacSuga-Gage, 2017; Simonsen et al., 2012; Simonsen et al., 2019)



Strategies to Support Implementation

Combinations of professional development practices will likely produce the best outcomes

(e.g., Bethune, 2017; Briere et al., 2013; Gage et al., 2017; Gage & MacSuga-Gage, 2017; Simonsen et al., 2012; Simonsen et al., 2019; Zoder-Martel et al., 2019)



Strategies to Support Implementation

- Some research suggests that teachers' maintenance of proactive practices, such as praise, use may decline post structured professional development (e.g., Simonsen et al., 2019)
- And that teachers may benefit from follow up support and periodic implementation scaffolds to sustain use over time (e.g., Hagermoser-Sanetti, 2018)



Strategies to Support Implementation

- Maintenance of proactive practices use may decline without ongoing implementation supports (e.g., Simonsen et al., 2019)
- Staff benefit from follow up support and periodic implementation scaffolds to sustain use over time (e.g., Zoder-Martel et al., 2019)
- Some topics, staff, or settings may need more intensive or customized professional development to reflect specific needs (e.g., Hagermoser-Sanetti, 2018)



Intensity of PD Supports

Individual Coaching & Consultation

PLCs, Lunch & Learn, etc.
Customized Information

Performance Feedback
Pre-Correction & Reminders
Embedded Reflection Routines
In-Service Training

Embedded in Job-Related Communication Tools
Established as a Job Responsibility

To meet the diverse needs of staff, offer a continuum of ongoing professional development opportunities and strategies



Embedding in Documentation Tools:

- Documentation Tools:
 - Staff Handbook
 - Weekly principal email
 - Tip sheets
 - Job and duty descriptions
 - Observation protocols and evaluations

A.M. Front Door Arrival

1. **Greet students** and interact with them using **positive messaging**
 - a. **Reinforce** positive behavior with Halsted 5 tickets
2. Use **pre-corrections** to remind students of the hallway expectations
3. Scan in students who are tardy
4. A grab-and-go breakfast may be available in the main office hallway after Mindful Moment.
 - a. Students are to line up to receive breakfast after the bell. Serve one student at a time.
 - i. Tally breakfast count
 - ii. Have students scan their finger to account for breakfast

Tips for Enhancing the Halsted Five

Try incorporating the language of the Halsted Five in your daily lessons!

For example...

- In social studies or ELA class, ask students to reflect on how historical figures or story characters behaved in a **respectful** manner or showed **pride** in a specific scenario.
- In science class, discuss how **preparedness** contributes to a successful lab.
- In Spanish or music class, ask students to reflect on how **listening** carefully helps them learn.
- During group work in any class, discuss how when each person is **responsible**, the group is more successful.



Creating a Professional Development Implementation Plan



Micro Learning Strategies

- Micro learning focuses professional development on a single topic so that it can be learned in less than 15 minutes
- Micro learning uses instructional materials that can be revisited or used to scaffold implementation (e.g., implementation checklist)
- Micro learning is a good fit for embedding professional development into typically occurring routines or meetings (e.g., grade level or department meeting)



Micro Learning and 5 Everyday

- Micro learning is a perfect fit for providing professional development on the 5 everyday prevention practices
- The discrete focus on individual practices staggered over time, provides staff with small chunks of information and doable expectations for implementation



Professional Development Plan

- Deliver the Professional Development
 - Intensive focus on a single practice or topic
 - Range of time 10-15 minutes
 - Asynchronous or synchronous delivery
 - Implementation tool (e.g., checklist) to bridge learning to implementation

Staff Implementation Plan Tool	
Implementation Outcome: Staff will use pre-correction at least 3 times a day to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.	
Planning Prompts	Plan/Strategies
What questions do I have about how to implement this practice?	
When are three times during the day will intentionally using this practice?	
What planning is needed so I can use this practice?	
How will I remind myself about using this practice?	
What support do I need to use this practice?	



Implementation Planning Tool for Staff

Implementation Outcome: Staff will use pre-correction at least one time within each subject area class or routine to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.	
Planning Prompts	Plan/Strategies
What questions do I have about how to implement this practice?	<ul style="list-style-type: none"> • <i>Is there a sample script that helps me to think about what I would say</i>
What is the best time in my class to use pre-correction?	<ul style="list-style-type: none"> • <i>Just before students transition to group work</i>
What planning is needed so I can use this practice?	<ul style="list-style-type: none"> • <i>Make a list of what I expect of students</i> • <i>Have examples</i>
How will I remind myself about using this practice?	<ul style="list-style-type: none"> • <i>Note in my lesson plan prompting the pre-correction</i>
What support do I need to use this practice?	<ul style="list-style-type: none"> • <i>Time at a grade level meeting to debrief about how it is going and get ideas from other teachers</i>



Strategies to Promote Implementation

- **Deliver Implementation Scaffolds**
 - Goal setting / implementation planning
 - Pre-corrections, tips, examples, reminders
 - Embed within an existing communication structure (e.g., google class posting, weekly administrator updates, etc.)
 - Behavior specific feedback
 - Reflection and problem solving



Micro Learning Implementation Plan

- **Week 1:** Deliver the PD and provide implementation scaffolds
- **Weeks 2-3:** Deliver implementation scaffolds
- **Week 4:** Deliver implementation scaffolds and Prompt Implementation reflection
- **Ongoing:** Strategically deliver implementation scaffolds to support maintenance



Implementation Example

Positive Greetings at the Door



Week 1: Positive Greetings at the Door (PGD)

- **Deliver the PD:**
 - Teachers asked to view the Edutopia video on PGD
 - Discussion embedded into grade level meetings

- **Scaffold:** Within 2 days send an email with pre-corrections & implementation examples



Week 2: Positive Greetings at the Door (PGD)

- **Scaffold:** Sent an email with 2 examples of using positive greetings at the door
- **Administrator Acknowledgement:** Administrative team walks around at the beginning of the day or during transitions to support PGD and distributes tickets & praise to teachers using PGD
- **Shout Outs:** Morning announcements cheering on their colleagues



Week 3: Positive Greetings at the Door (PGD)

- **Scaffold:** Shared examples from teachers of how they are using positive greetings
- **Administrator Acknowledgement:** Administrative team continued recognize teachers greeting students at the door
- **Student Feedback:** Ask students ‘How do you like starting your day/class with a PGD?’ and provided the feedback to teachers



Week 4: Positive Greetings at the Door (PGD)

- **Scaffold:** Shared 2 more examples
- **Administrator Acknowledgement:** continued administrator recognition
- **Debrief:** During common planning time grade levels reflect on using PGD: Were we consistent? Was it easy? What did we learn? Do we need to problem solve?



Ongoing: Positive Greetings at the Door (PGD)

- **Scaffold:** Periodic reminders
- **Administrator Acknowledgement:** Ongoing recognition
- **Shout Outs:** Periodic public recognition of teachers using PGD (e.g., during announcements)



Main Ideas



Main Points

- Plan for professional development opportunities and supports that reflects of a continuum of practices
- Use micro learning opportunities embedded into existing schedules and routines
- To support consistent implementation, use strategically placed implementation scaffolds over time that provide reminders, examples, and recognition

