

**Planning  
Professional  
Development for  
General  
Educators,  
Special Educators  
and Related  
Service Providers  
to Enhance Tier I  
Interventions**



# Session Overview

Competency Alignments

Professional Development Action Plan

Preparing for Professional Development Work

- ☐ Data Review and Analysis
- ☐ Committee Development
- ☐ Values, Vision, Mission

Topics to be Covered During Professional Development

- ☐ Tier I Interventions Definition
- ☐ Importance of Effective Tier I Interventions
- ☐ Inclusive Practices in General Education
- ☐ Visual Examples of Tier I Support
- ☐ PBIS
- ☐ Culturally Responsive Education

Measuring Success

## Unpacking the Evidence: How We Arrived Here

| Categories           | Year      | Bozrah         | Branford | Plainville |
|----------------------|-----------|----------------|----------|------------|
| Total Enrollment     | 2023-2024 | 170            | 2625     | 2255       |
|                      | 2024-2025 | 180            | 2567     | 2223       |
| High Need Population | 2023-2024 | 47.06%         | 45.56%   | 51.18%     |
|                      | 2024-2025 | 45.56%         | 46.47%   | 53.58%     |
| Special Education    | 2023-2024 | 17.06%         | 13.94%   | 15.03%     |
|                      | 2024-2025 | 21.67%         | 15.39%   | 15.92%     |
| ELL                  | 2023-2024 | not reportable | 7.43%    | 7.63%      |
|                      | 2024-2025 | not reportable | 7.56%    | 8.14%      |
| Meal Eligibility     | 2023-2024 | 37.65%         | 36.84%   | 42.26%     |
|                      | 2024-2025 | 35%            | 37.94%   | 44.71%     |

# Competency Alignments

## 5.0 Leading and Learning

- After completion of this module, you will be able to design a service delivery model and implementation plan comprised of effective instruction/intervention delivered to all special education students and measured through student performance and outcomes.

## 6.0 Leading Results

- After the completion of this module, you will be able to design and implement a special education continuous improvement plan to ensure the effective use of resources to address system, school, staff, student needs and outcomes.

# Preparing for Professional Development Work

WHEN IT'S YOUR FIRST DAY BACK FOR  
PROFESSIONAL DEVELOPMENT



AND YOUR PRINCIPAL SAYS YOU CAN  
USE THE TIME TO WORK IN YOUR ROOM.

YOU GET A MEETING.  
AND YOU GET A MEETING.

AND YOU GET A PLC. AND YOU GET  
A TRAINING. AND YOU GET SOME PD.

TEACHERS AT PROFESSIONAL DEVELOPMENT BE LIKE...



Does it all have to be so interactive?

WHO ELSE IS EXCITED  
ABOUT THIS YEAR'S NEW  
DISTRICT INITIATIVE

TeacherMemes.com



# Professional Development Action Plan

Action Plan

# Data Review and Analysis

| Academic Data:   | Attendance Data:  | Behavior Data:   |
|--|---|--|
| <ul style="list-style-type: none"><li>• benchmark/screener data (by content/grade level)</li><li>• grade distribution summaries</li><li>• recent formative data</li><li>• identify trends across classrooms/subgroups</li></ul>  | <ul style="list-style-type: none"><li>• overall attendance rates and chronic absenteeism trends</li><li>• identify any trends in tardies or absentee patterns by subgroup</li><li>• identify students at risk for disengagement</li></ul> | <ul style="list-style-type: none"><li>• Schoolwide and grade level behavioral referral data</li><li>• identify most common referral types and location</li><li>• identify trends</li></ul>   |
| Equity and Subgroup Trends:  | Fidelity of Implementation:   | Next Steps:  |
| <ul style="list-style-type: none"><li>• Disaggregated all data by subgroups (ELL, Special Education, Meal Eligibility, and other key subgroups)</li><li>• Identify disproportionalities in outcomes or supports</li><li>• staff observations on equity in practice</li></ul> | <ul style="list-style-type: none"><li>• walkthrough observation data on Tier I practices</li><li>• teacher self-assessments/PLC reflections</li><li>• identify areas of strong implementation and areas needing coaching</li></ul>        | <ul style="list-style-type: none"><li>• use the data to identify action items and responsible team members</li><li>• set realistic timelines and checkpoints</li><li>• determine support and resources required for implementation</li></ul> |



## Form a Tier 1 Instructional Leadership Team

### **Committee Development**

Include general educators, special educators, related service providers, and school leaders

The members of this team will  
define the Values,  
Vision, and Mission  
of the Tier 1 Instructional  
Leadership Team



# Values, Vision, Mission

## Develop Core Value Statements

Develop core value statements that reflect beliefs aligned with inclusive and effective Tier I instruction

## Vision Statement Development

Where we are going (the ideal future)

## Mission Statement Development

How we will get there (our purpose and approach)

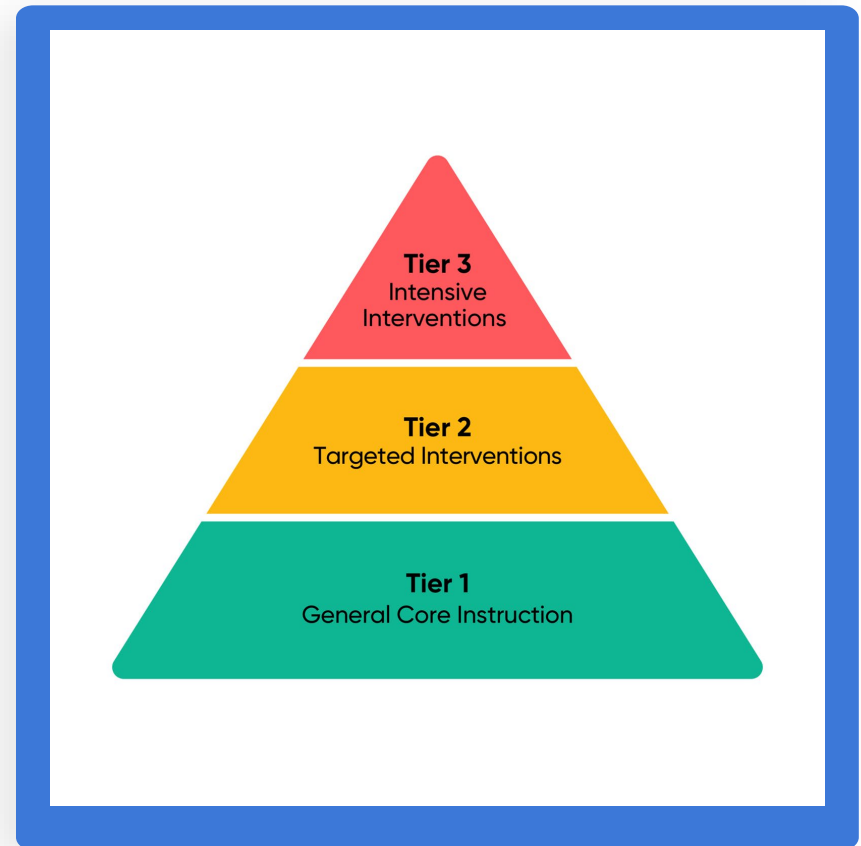
A yellow spiral-bound notebook is the central focus. It has several colorful tabs on the left side: two red, one yellow, one green, and one blue. A red paperclip is attached to a white piece of paper on the right side. The notebook is open to a page with the following text:

# Topics to be Covered During Professional Development

# Tier I Interventions Definition(s)

## Tier 1 interventions

are the everyday teaching and support strategies that all students receive in the classroom. This includes strong instruction, clear behavior expectations, and routines that help students stay on track. More clearly, it is all the ways that the adults help everyone learn and succeed - inclusive of the teachers lessons, class rules, routines, and chances to practice the material.



# Importance of Effective Tier I Interventions

1. Equity and Access for All Students

2. Prevention is More Effective than Remediation

3. Strong Core Instruction Reduces the Need for Intensive Supports

4. Data-Driven Improvement

5. Supports Academic and Behavioral Growth

6. Builds a Schoolwide Culture of Support

Tier 1 interventions are not just the “first step” —they are the most important step.  
By investing in strong, inclusive, and data -informed Tier 1 practices, we lay the  
groundwork for a successful, equitable, and responsive education system.

# Inclusive Practices in General Education

- Differentiated Instruction
- Universal Design for Learning (UDL)
- Collaborative Teaching
- Positive Behavioral Interventions and Supports (PBIS)
- Culturally Responsive Teaching
- Flexible Grouping
- Assistive Technology
- Social-Emotional Learning (SEL)
- Differentiated Assessment

# PBIS

**PBIS** stands for **Positive Behavioral Interventions and Supports**. It's a **framework** — not a curriculum or a one-size-fits-all program — that schools use to improve student behavior and promote a **positive school climate**. The goal is to support all students in achieving social, emotional and academic success.

## Key Principles:

1. **Prevention First**
2. **Data-Driven Decision Making**
3. **Tiered Support System**
4. **Consistency and Clarity**

## Why it Matters:

- **Reduces office discipline referrals and suspensions**  
**Increases time for instruction**
- **Builds a more inclusive and supportive school culture**  
**Helps students develop lifelong social-emotional skills**

# Culturally Responsive Education

Culturally responsive teaching means making sure our classrooms reflect the cultures, languages, and identities of all our students. It also means building strong relationships and creating a space where every student feels respected and included.

## How Tier I Interventions and Culturally Responsive Teaching Work Together

- **Inclusive Learning:** include books, topics, and examples that reflect many cultures and communities in lessons.
- **Clear and Fair Expectations:** Set expectations that are respectful of different ways students may express themselves.
- **Relationships Matter:** Teachers take time to know students and build trust, which helps every student feel safe to participate.
- **Early Support for All:** Look at class -wide patterns to make sure no group of students is being left out or falling behind.

Together, Tier 1 and culturally responsive teaching help ensure all students have what they need to learn, grow, and feel a strong sense of belonging.



# Measuring Success & MTSS Referral Reduction

- Evaluate using pre- and post-surveys on knowledge, confidence, and application readiness.
- Compare pre- and post-PD student performance data to see Tier I impacts
- Analyze referral trends to special education or Tier II supports.





# Thanks!

Do you have any questions?

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