









Professional Learning Plan: Check-In Check-Out

	<p>Long term goal: Staff implement CICO with fidelity in order to reduce the need for more intensive interventions</p>					
<p>Six Features</p> 	<p>Knowledge</p>	<p>Skills</p>	<p>Beliefs</p>	<p>Resources</p>	<p>Date(s) for Training</p>	<p>Method for Ongoing Support / Coaching</p>
<p>Entrance & Exit Criteria</p> 	<ul style="list-style-type: none"> • Understand how students are identified for CICO • Know the typical CICO duration. • Understand the fading process 	<ul style="list-style-type: none"> • Communicate with tier 2 team using established bi-directional channels • Uses established fading process to gradually decrease levels of support 	<ul style="list-style-type: none"> • Multiple data points are important for making decisions that support students 	<ul style="list-style-type: none"> • CICO video 	<p>9/1 8-9am</p>	<ul style="list-style-type: none"> • Grade level team meetings • Staff attend first team meetings when their students are identified
<p>Increase in Teaching with Opportunities to Practice</p> 	<ul style="list-style-type: none"> • Understand that all behaviors connect to the school-wide expectations • Understand different types of prompts: auditory, visual, verbal • Know when prompting is most effective 	<ul style="list-style-type: none"> • Use multiple types of prompts (auditory, visual, verbal) that are identified as useful by students • Provide prompts before the behavior or skill is expected to be demonstrated • Describe the expected behavior and links that behavior to a specific expectation 	<ul style="list-style-type: none"> • Social, emotional, academic enabler, and behavioral skills are learnable just like academic skills • All students can and will learn • Staff create environments that foster growth 	<ul style="list-style-type: none"> • Sample videos of staff using prompts 	<p>9/21 9-10am</p>	<ul style="list-style-type: none"> • Review teaching video during PLC in grade-level teams
<p>Increased Adult Feedback</p>	<ul style="list-style-type: none"> • Know what specific, proactive, and positive feedback looks like • Understand how feedback is vital to 	<ul style="list-style-type: none"> • Provide feedback focused on effort and growth • Provide feedback as immediately as possible 	<ul style="list-style-type: none"> • Staff create environments that foster growth 	<ul style="list-style-type: none"> • John Hattie's research on feedback 	<p>10/10 3:30-4:15</p>	<ul style="list-style-type: none"> • Instructional coach observations and feedback

	<p>skill development</p>	<ul style="list-style-type: none"> • Create opportunities for student reflection 				
<p>Increased Home-School Connection</p> 	<ul style="list-style-type: none"> • Understand family's role in CICO • Understand that communication with families is not used as a disciplinary action • Understand historical and socio-political factors that contribute to marginalization of students and families 	<ul style="list-style-type: none"> • Recognize barriers that contribute to the marginalization of students and families • Approach conversations and collaboration with families as opportunities to learn 	<ul style="list-style-type: none"> • Families are experts on their children • Families are a child's first teacher(s) • Family perspective is important to informing the intervention 	<ul style="list-style-type: none"> • Family engagement resources from WI RTI Center 	<p>9/1 8-9am</p>	<ul style="list-style-type: none"> • Instructional coach observations and feedback • Weekly staff meetings in small accountability group check-ins
<p>Progress Monitoring</p> 	<ul style="list-style-type: none"> • Understand how to use a daily progress report to record data • Know how progress is measured daily and weekly for individual student • Understand what is developmentally appropriate for student behavior 	<ul style="list-style-type: none"> • Accurately collect and record student data 	<ul style="list-style-type: none"> • Measuring growth in multiple ways is important • It is the team's and the staff's responsibility to monitor growth 	<ul style="list-style-type: none"> • Sample and blank DPRs connected to student videos 	<p>10/30 9-10am</p>	<ul style="list-style-type: none"> • Grade level team meetings • Staff attend second team meeting after their students are identified to review DPRs
<p>Fidelity</p>	<ul style="list-style-type: none"> • Understand the purpose of CICO 	<ul style="list-style-type: none"> • Provide higher rates of tier 1 practices within 	<ul style="list-style-type: none"> • A failed intervention is not neutral 	<ul style="list-style-type: none"> • WI RTI Center 	<p>8/25 8-9am</p>	<ul style="list-style-type: none"> • Instructional coach observations and

	<p>and how it is designed</p> <ul style="list-style-type: none"> • Understand that CICO is connected to and an extension of tier 1 practices 	<p>CICO</p>	<ul style="list-style-type: none"> • How a student feels about being in CICO is important information to inform and adjust the intervention 	<p>training slides</p> <ul style="list-style-type: none"> • Videotaped observations • Self-reflection form 	<p>feedback</p> <ul style="list-style-type: none"> • Frequency counts on specific practices
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