A Guide to Specific, Articulated Objectives for PD

Specific, Articulated Objectives: Clearly outline what teachers should get out of their PD experience and are limited to a few key topics so that teachers have sufficient exposure and time to develop new knowledge and skills.

This handout is designed to be used with the Specific & Articulated Objectives Mini Module video. Consider using the following strategies to improve PD objectives for teachers, as well as resources to support formulating and implementing the objectives.

STRATEGIES TO ENHANCE SPECIFIC, ARTICULATED OBJECTIVES

FOCUS ON FEWER BROAD AREAS FOR PD	♦ **Try to keep broad PD focus areas to 3 or fewer areas. It's helpful for teachers to have a manageable number of focus areas.** 　o If there are too many PD areas, teachers may become overwhelmed and won't have sufficient time to dedicate to each PD area. Two broad PD focus areas could be a CLASS® domain and curriculum implementation. ♦ **Use data to determine broad areas for PD.** 　o To get the most "bang for your buck" when determining PD focus areas, look at data to determine the areas with the most need. For example, if curriculum fidelity checklists show that a majority of teachers need support implementing the curriculum, this would be a great PD focus area.
MAKE PD OBJECTIVES SPECIFIC AND FOCUSED ON SKILL-BUILDING	♦ **PD objectives should be precise and concentrate on specific elements of the broader PD areas.** 　o For example, instead of broadly saying that teachers will gain an understanding of a CLASS® dimension, consider which specific areas teachers should work on. A more specific example would be: "Teachers will learn about and incorporate more back-and-forth exchanges and follow-up questions between the teacher and students." ♦ **PD objectives should also specify skills teachers will gain, as opposed to just knowledge-building.** 　o Although it's important to gain knowledge, teachers also need to apply their new skills in the classroom. For example, if teachers learn about Language Modeling, they should then ask more open-ended questions and use advanced vocabulary in the classroom.
CONSIDER USING A FRAMEWORK FOR HIGH-QUALITY TEACHING	♦ **To anchor the focus of PD, it is helpful to have a conceptual model that highlights crucial teacher instructional practices.** 　o Examples include frameworks like the Pyramid Model, the CIRCLE classroom observation tool, or curriculum-specific frameworks. 　o Note that the CLASS® is not considered a framework for high-quality teaching because it specifically focuses on teacher-child interactions and not instruction or curriculum.

ADDITIONAL RESOURCES

To enhance your program's Specific, Articulated Objectives:

- ◆ **Source:** Advancing Effective Interactions and Instruction (AEII)
- ◆ **Video:** "Know, See, Do Planning Templates"
- ◆ **Link:** https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-planning-professional-development/
- ◆ **Description:** PD Planners and the Action Plan Template provide resources to increase teachers' knowledge and skills in specific focus areas. After evaluating strengths and areas for growth, teachers can use these guides to improve their practice.

- ◆ **Source:** ecevirginia.org
- ◆ **Website:** "ECE Resource Hub"
- ◆ **Link:** https://ecevirginia.org/early-childhood-education/ece-resource-hub/
- ◆ **Description:** Our new ECE Resource Hub features various topics (e.g., Building Teacher-Child Relationships, Supporting Emotions) that have resources to enhance knowledge and build specific teacher skills related to social-emotional development.

- ◆ **Website:** Various
- ◆ **Description:** Many curricula provide guides to support implementation throughout the year. These guides often focus on specific objectives for curriculum implementation and give actionable steps for teachers to do in the classroom.