



# Connecting EITA Resources to the Framework for Teachers

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# AGENDA

*Domains 1-4*

*Resource Connections*

*Scenarios*

*Exploration*



# MYSTERY BAG



## Instructions:

- Pull an item out of Jen & Brandi's Mystery Bag
- Talk with your table about how that item could relate to professional evaluations (does NOT have to be serious 😊)
- Choose a reporter for when we come back together to share your response

# FRAMEWORK FOR TEACHERS

- Act 82
- Annual Professional Goal
- Performance Improvement Plan (PIP)
- Four Domains

(Framework for Teachers, 2024)



# FEEDBACK





# Planning & Preparation

## *Domain 1*



# Classroom Environment

*Domain 2*



# Instruction

## *Domain 3*





# Professional Responsibilities

## Domain 4

# HOW DO YOU CURRENTLY SUPPORT EARLY INTERVENTION RELATED TO THE FOUR DOMAINS?



Planning & Preparation



Classroom Environment



Instruction



Professional Responsibilities





Component	EITA Item	Location
1A: Knowledge of Content & Pedagogy	<ol style="list-style-type: none"> <li>1. Developmental Milestones Interaction</li> <li>2. EI Service Delivery: Coaching Across Settings Course</li> <li>3. Embedded Instruction for Early Learning Overview Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA Mobile &amp; EITA Portal</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> </ol>
1B: Demonstrating Knowledge of Students	<ol style="list-style-type: none"> <li>1. Cultural Competency Job Aids</li> <li>2. Partnering to Build Family Capacity Course</li> <li>3. Social Emotional Evaluation for EI Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> </ol>
1C: Setting Instructional Outcomes	<ol style="list-style-type: none"> <li>1. Goals/Outcomes Job Aid</li> <li>2. High-Quality Outcome &amp; Goal Statements</li> <li>3. Progress Monitoring Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA Mobile</li> <li>3. EITA PD Page</li> </ol>
1D: Demonstrating Knowledge of Resources	<ol style="list-style-type: none"> <li>1. EITA Portal Topic of Interest Pages</li> <li>2. Low Incidence Courses/Job Aids</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA Portal</li> <li>2. EITA PD Page</li> </ol>
1E: Designing Coherent Instruction	<ol style="list-style-type: none"> <li>1. Goals/Outcomes Job Aid</li> <li>2. Universal Design for Learning Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>
1F: Designing Student Assessment	<ol style="list-style-type: none"> <li>1. Purposes of Child Assessment in EI Course</li> <li>2. Social Emotional Evaluation for EI Course</li> <li>3. Progress Monitoring Course</li> <li>4. Exit Criteria: The 4-Month Monitoring Process Job Aid</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> <li>4. EITA PD Page</li> </ol>

# PLANNING & PREPARATION: DOMAIN 1



## Early Intervention Technical Assistance Portal

Search ...

Search

Home

Professional Development

Topic of Interest ▲

Families

### Highlighted Resources



Developmental  
Milestones

Writing High-  
Quality IFSP  
Outcomes and  
IEP Goals

Pennsylvania  
Family Support  
Resources

Early Intervention  
Session Note  
Resources

OCDEL Social  
Emotional  
Resources



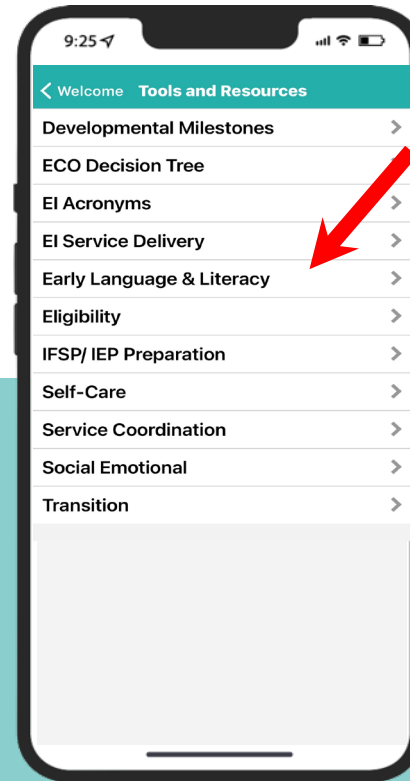
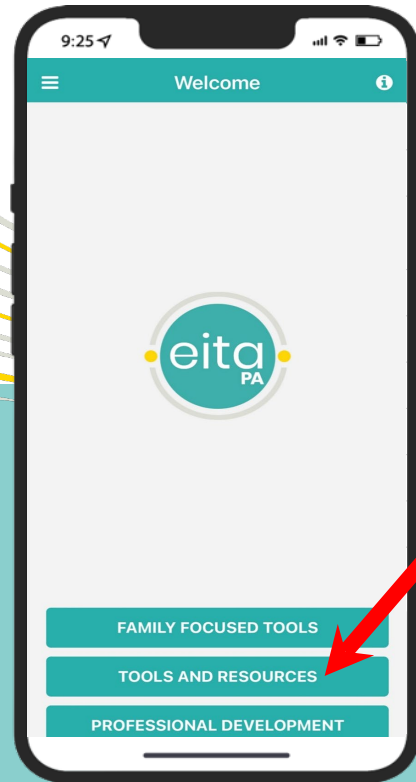
[www.eita-pa.org](http://www.eita-pa.org)



Component	EITA Item	Location
2A: Creating an Environment of Respect & Rapport	<ol style="list-style-type: none"> <li>1. Focus on Attitudes &amp; Beliefs Course</li> <li>2. Cultural Competency Job Aids</li> <li>3. EI Communication Plan Job Aid</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> </ol>
2B: Establishing a Culture for Learning	<ol style="list-style-type: none"> <li>1. Building Resiliency in Young Children Job Aid</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> </ol>
2C: Managing Classroom Procedures	<ol style="list-style-type: none"> <li>1. Universal Design for Learning Course</li> <li>2. Individualizing for Meaningful Instruction Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>
2D: Managing Student Behavior Expectations	<ol style="list-style-type: none"> <li>1. Responsive Routines &amp; Environments Course</li> <li>2. Bits About Behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA SE TOI Page &amp; EITA Mobile</li> </ol>
2E: Organizing Physical & Digital Space	<ol style="list-style-type: none"> <li>1. Universal Design for Learning Course</li> <li>2. Print Materials Across Classroom Centers</li> <li>3. Assistive Technology Courses</li> <li>4. CARA's Kit Open Resource</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA Mobile</li> <li>3. EITA PD Page</li> <li>4. EITA Portal</li> </ol>

# CLASSROOM ENVIRONMENT: DOMAIN 2

**Search “EITA Mobile” to download from your app store**





Component	EITA Item	Location
3A: Communicating with Students	<ol style="list-style-type: none"> <li>1. Cultural Competency Job Aids</li> <li>2. Early Language &amp; Literacy Pyramid</li> <li>3. 25 Important ASL Words &amp; Phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA Early Language &amp; Literacy TOI Page</li> <li>3. EITA Mobile</li> </ol>
3B: Questioning & Discussion Techniques	<ol style="list-style-type: none"> <li>1. Individualizing for Meaningful Instruction Course</li> <li>2. Early Language &amp; Literacy Pyramid</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA Early Language &amp; Literacy TOI Page</li> </ol>
3C: Engaging Students in Learning Activities & Assignments	<ol style="list-style-type: none"> <li>1. Universal Design for Learning Course</li> <li>2. Individualizing for Meaningful Instruction Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>
3D: Using Assessment in Instruction	<ol style="list-style-type: none"> <li>1. Progress Monitoring Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> </ol>
3E: Demonstrating Flexibility & Responsiveness	<ol style="list-style-type: none"> <li>1. Universal Design for Learning Course</li> <li>2. Individualizing for Meaningful Instruction Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>

# INSTRUCTION: DOMAIN 3



## Early Intervention Technical Assistance Portal

Home

Professional Development

Topic of Interest ▲

Families

### Professional Development

#### Pre-Registration

[View Pre-Registration Courses](#)

EITA pre-registration courses are on the [PaTTAN Training Calendar](#) for three months at a time, listed under the first day of each quarter (July 1, October 1, January 1, April 1). Users will register and complete the online course at any point during that quarter. Completion dates and dates when certificates will be issued can be found [here](#).

Learners will receive an email confirmation and be enrolled in the course on the EITA Training Site within 24 hours of registering. Approximately 10 days prior to the end of each quarter, registration will close. Learners will need to wait until the first day of the new quarter to register and complete the course.

Learners who complete the course will be awarded Act 48 credits at the end of each quarter. Official training certificates are found in your PaTTAN registration account within 30 days after the closing of a quarterly course, not when you personally complete it. [Here is a direct link to the registration side](#), log in at the top right corner and then you will see "My Events" on the left side of the page. If you click "Complete" and then "View Log" you can see your transcripts.

#### Self-Enrollment

[View Self-Enrollment](#)

In the self-enrollment section of the Professional Development page, you can sign up for self-enrollment courses or job aids. Act 48 hours are not awarded for self-enrollment courses.

Job aids are shorter learning opportunities, usually under 20 minutes in length, which are designed to improve skills and knowledge on a specific topic. No training hours are awarded at the completion of job aids.





Component	EITA Item	Location
4A: Reflecting on Teaching	<ol style="list-style-type: none"> <li>1. Mindfulness Techniques</li> <li>2. Progress Monitoring Course</li> <li>3. Embedded Instruction for Early Learning Overview Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA Mobile</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> </ol>
4B: Maintaining Accurate Records	<ol style="list-style-type: none"> <li>1. Progress Monitoring Course</li> <li>2. ECO 101 &amp; 201</li> <li>3. Exit Criteria: The 4-Month Monitoring Process Job Aid</li> <li>4. Creating Individualized Transition Plans Job Aid &amp; Interaction</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> <li>3. EITA PD Page</li> <li>4. EITA PD Page &amp; EITA Mobile</li> </ol>
4C: Communicating with Families	<ol style="list-style-type: none"> <li>1. Cultural Competency Job Aids</li> <li>2. Partnering to Build Family Capacity Course</li> <li>3. Routines &amp; Activities</li> <li>4. Successful Partnerships in Transition Job Aid</li> <li>5. Preschool Procedural Safeguards</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> <li>3. EITA Mobile</li> <li>4. EITA PD Page</li> <li>5. EITA PD Page</li> </ol>
4D: Participating in a Professional Community	<ol style="list-style-type: none"> <li>1. Working Together Course</li> <li>2. Supporting Adult Learners Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>
4E: Growing & Developing Professionally	<ol style="list-style-type: none"> <li>1. Leadership Development Courses</li> <li>2. Embedded Instruction for Early Learning Overview Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA PD Page</li> </ol>
4F: Showing Professionalism	<ol style="list-style-type: none"> <li>1. Leadership Development Courses</li> <li>2. Encouraging Family Involvement</li> <li>3. Supporting Adult Learners Course</li> <li>4. Building Relationships to Support All Children Course</li> </ol>	<ol style="list-style-type: none"> <li>1. EITA PD Page</li> <li>2. EITA Families Page</li> <li>3. EITA PD Page</li> <li>4. EITA PD Page</li> </ol>

# PROFESSIONAL RESPONSIBILITIES: DOMAIN 4



## Early Intervention Technical Assistance Portal

Home

Professional Development

Topic of Interest ▲

Families

### Professional Development

#### Pre-Registration

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# SCENARIOS



Jenni

Special Education  
Teacher: ECSE Classroom



Isaac

Special Education  
Teacher: Itinerant



Wendy

Speech & Language  
Pathologist: Itinerant

# SCENARIO DIRECTIONS

- Choose a recorder & a reporter for your table
- Collectively review Jenni's scenario
- Based on the observations, work together to develop a professional goal for Jenni
- Continue your group discussion by responding to the additional prompts on the handout





Jenni

Special Education Teacher:  
ECSE Classroom

What is an example of a professional goal for Jenni?

Prior to today's information, what supports would you have provided for her individual professional growth?

After today's information, in addition to previous supports listed, what additional EITA Professional Development Resources, would you provide for Jenni's development?



What is an example of a professional goal for Isaac?

Prior to today's information, what supports would you have provided for his individual professional growth?

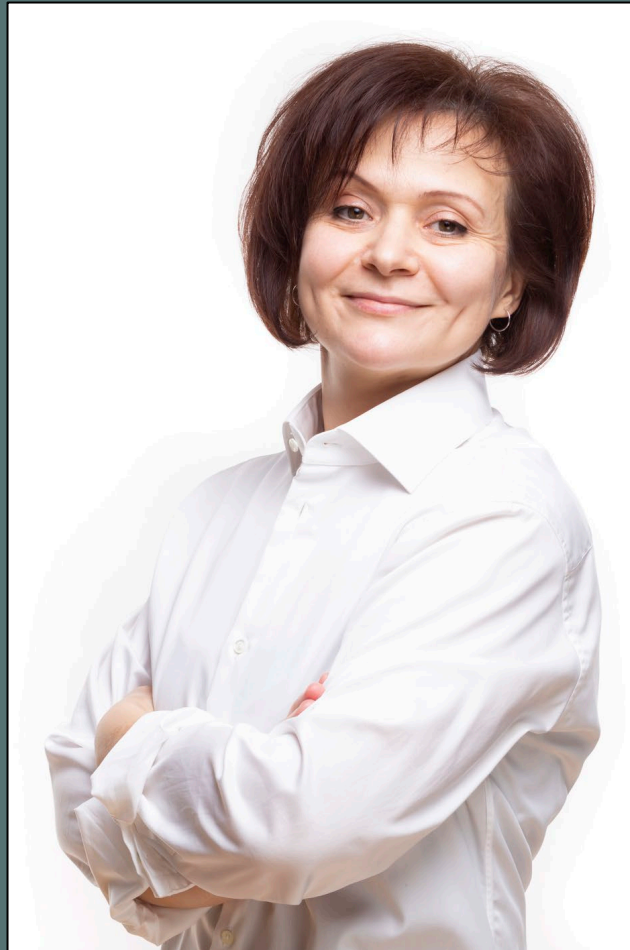
After today's information, in addition to previous supports listed, what additional EITA Professional Development Resources, would you provide for Isaac's development?



Isaac

Special Education Teacher:  
Itinerant





Wendy  
Speech & Language Pathologist:  
Itinerant

What is an example of a professional goal for Wendy?

Prior to today's information, what supports would you have provided for her individual professional growth?

After today's information, in addition to previous supports listed, what additional EITA Professional Development Resources, would you provide for Wendy's development?

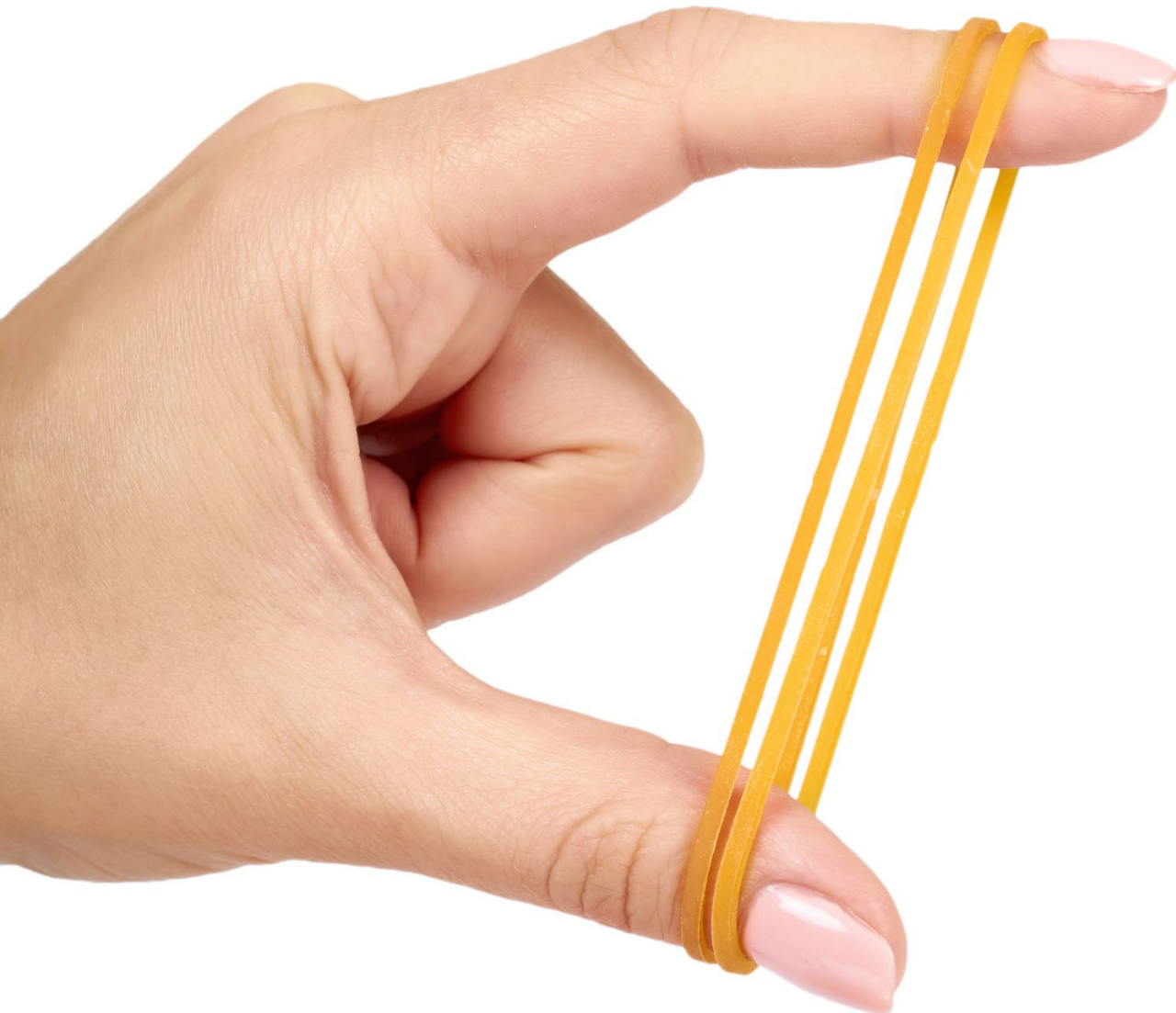




MENTIMETER

MENTIMETER





The hallmark of  
successful people  
is that they are  
always stretching  
themselves to  
learn new  
things.

-Carol Dweck

# REMINDERS

## Expectations

- It is their plan NOT your plan
- Share expectations for what the employee needs to show evidence of or complete on a scheduled basis

## Follow-Up

- Schedule check-ins throughout the year during the meeting
- This shows interest, support, and buy-in

## Assessment

- How can the employee show what they've learned this year?
- Is there a permanent product?
- Are you looking for an increase/decrease in a behavior?



# THANK YOU!

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