



# STEAM Professional Learning and Ongoing Supports Guide

Use this tool to plan professional learning (PL) and other ongoing supports with your early STEAM (science, technology, engineering, arts, and math) team.

## Planning With Your Early STEAM Team

Record and reflect on your agency's overarching early STEAM goal(s) for PL providers, coaches, educators, children, and/or families.

Consider specific attitudes, knowledge, and skills that would support participants to move toward these goal(s).

- What, if any, support do educators need to develop more positive STEAM mindsets?
- In which areas of math or science is it most important for educators to strengthen their knowledge and skills?
- In what ways would PL in these areas promote practices that support all children's early math and science development and learning, including multilingual learners and children with varying abilities?





Identify potential participants for PL.

- Who might you invite to participate in each PL experience?
- How might you invite these participants to join the PL?
- What barriers, if any, do you anticipate (for example, staffing, funding, scheduling)? How might you work through these barriers?

### Choosing a Professional Learning Format

Think about which PL formats (for example, in-person, virtual, hybrid) would work best for your educators and why.

### Considering Duration, Partners, and Resources

Think about the frequency and length of PL experiences.

- How often will you offer PL experiences?
- How much time will PL experiences take?





Identify who will provide PL experiences.

- Who on your early STEAM team can facilitate PL or provide coaching? What training or support might they need?
- Which external partners or consultants can facilitate PL or provide coaching?
- What related PL opportunities are available through community organizations, community colleges, or child care resource and referral agencies?

Identify Count Play Explore (CPE) resources that build your agency's capacity to offer PL, are useful for PL providers or coaches, or can be shared with educators or families.

- [CPE Self-Study Modules](#) contain content that builds PL providers' or coaches' knowledge and skills in how to provide STEAM PL.
- [CPE Facilitator Resources](#) offer materials on a range of STEAM topics that PL providers or coaches can use in PL with educators.
- [CPE Family Engagement Resources](#) include children's book guides, related activities, and "I'm Ready!" videos that can be shared with educators or families.

## Connecting Professional Learning and Coaching

With your early STEAM team, consider your educators' needs and your agency's resources.

- What types of ongoing supports, such as communities of practice or coaching, will your agency provide to enhance early STEAM PL?
- How frequently will educators receive these supports?





## Organizing Your Professional Learning Sessions

Use your earlier notes to create a PL session plan that identifies the following: titles, dates, topics, goals, participants, ongoing supports, and resources. Make copies of this chart to record ideas about each session that you are planning.

### STEAM Professional Learning and Ongoing Supports Plan

<b>Session Title:</b>		<b>Session Date:</b>	
<b>Session Topic and Goal</b>	<b>Participants</b>	<b>Ongoing Supports and Partners</b>	<b>Resources</b>
<p>STEAM topic(s) for your session:</p> <p>Session goal(s):</p> <p>Children's age range of focus:</p>	<p>How many and what types of participants do you expect?</p> <p>ECE educators</p> <p>ECE special educators</p> <p>ECE administrators</p> <p>FCC/FFN providers</p> <p>K-3 educators</p> <p>K-3 special educators</p> <p>K-3 paraprofessionals</p> <p>K-3 administrators</p> <p>District or County Office administrators</p>	<p>Which ongoing supports (such as coaching or communities of practice) will you provide?</p> <p>Which community or early learning partners might support PL?</p>	<p>Which specific CPE resources might you use?</p> <p><a href="#"><u>CPE Self-Study Modules:</u></a></p> <p><a href="#"><u>CPE Facilitator Resources:</u></a></p> <p><a href="#"><u>CPE Family Engagement Resources:</u></a></p>



## Organizing Your Family and Community Engagement Efforts

If your agency is considering family and community engagement programming, use the chart below to identify the following: title, date, type of program, topic, participants, partners, and resources. Make copies of this chart to record ideas about each program that you are planning. For more resources, visit the **STEAM Family Engagement** self-study module.

### STEAM Family and Community Engagement Plan

<b>Title:</b>		<b>Date:</b>	
<b>Type of Program and Topic</b>	<b>Participants</b>	<b>Partners</b>	<b>Resources</b>
<p>What kind of program (such as a family math night or an interactive exhibit) are you planning?</p> <p>STEAM topics:</p> <p>Children's age range of focus:</p>	<p>How many and what types of participants do you expect?</p> <p>Families, including children</p> <p>Community members</p> <p>Educators</p> <p>Administrators</p>	<p>Which community or early learning partners might you engage?</p>	<p>Which <a href="#">CPE Family Engagement Resources</a> might you use (such as children's book guides, related activities, and "I'm Ready!" videos)?</p>