**TOOL: Planning Professional Learning for Evidence-Based Programs**

**Purpose:** This tool is designed to help you develop a professional learning plan that will support implementation of the evidence-based SEL program you have adopted.

**How to use this tool:** Use this tool to answer important questions, assign tasks, set a timeline, and record decisions. See a sample of what this tool might look like when completed (attached).

**Name of program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Planners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **QUESTIONS** | **ACTION/WHO’S RESPONSIBLE** | **DUE DATE** | **DECISIONS** |
| --- | --- | --- | --- |
| **ATTENDANCE** | | | |
| **Initial Professional Learning Event**  Given the vision and goals for school-wide SEL, who will participate in the initial professional learning activities that launch the program? Consider:   * Classroom teachers (all staff or just currently implementing teachers?) * Administrators * Specialist teachers * Counselors * Nonteaching staff * Family and community representatives * Central office and district coordinators * Site-based out-of-school-time staff |  |  |  |
| **Subsequent Events**  What is the plan for bringing on board those who don’t participate in the initial professional learning activities? |  |  |  |
| **PROGRAM CONTENT AND IMPLEMENTATION** | | | |
| **Fit with Current Curriculum**  How well does the program “fit” with the current school curriculum and can professional development help to address any issues? Consider:   * If the program is lesson-based, how many lessons there are * How many times per week the program is to be taught to achieve fidelity to the program model * How program will integrate with current curriculum |  |  |  |
| **Instructional Strategies**  What professional learning is required to help staff implement new instructional strategies used in the program? |  |  |  |
| **Schoolwide Practices**  What current school-wide activities are likely to be strengthened by the program? What additional professional learning or support for schoolwide practices might be helpful? |  |  |  |

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| **LOGISTICS** | | | |
| **Delivery Options**  What options exist for how professional learning is delivered (e.g., workshops, coaching, online, written or self-directed, video conferencing, etc.)?  Will professional learning be facilitated by the program provider? Or will personnel from the school/district be trained by the provider to deliver the professional learning?  Where will initial professional learning take place (e.g., in the district or at another location)?  What is the time commitment needed for initial professional learning? A few hours? Days? Are there follow-up sessions during the year? |  |  |  |
| **Timing**  What time of the year will be best for professional learning? Consider the following to maximize participation:   * Implementation launch date * School and district professional learning calendar * School and district assessment calendar * Allotted district staff development days * Availability of substitute teachers |  |  |  |
| **Costs**  Determine costs for all aspects of program implementation. Consider:   * What is the cost of the initial professional learning event? * Would teachers be paid stipends for release time? How much would this cost? * What is the cost of additional professional learning events, coaching, mentoring, and/or consulting? * Is there a “training-of-trainers” option? What does this entail and how much does this cost? * Is sufficient funding available? Should the school apply for grants? Does the program provide resources to support grant writing? |  |  |  |
| **Professional learning credits**  What, if any, state and/or district certification requirements must be coordinated with the program provider’s professional certification process? |  |  |  |

*Sample of Completed:*

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| **QUESTIONS** | **ACTION/WHO’S RESPONSIBLE** | | **DUE DATE** | | **DECISIONS** |
| **ATTENDANCE** | | | | | |
| **Initial Professional Learning Event**  Given the vision and goals for school-wide SEL, who will participate in the initial professional learning activities that launch the program? Consider:   * Classroom teachers (all staff or just currently implementing teachers?) * Administrators * Specialist teachers * Counselors * Nonteaching staff * Family and community representatives * Central office and district coordinators | *SEL team will meet to discuss who should attend the initial professional learning in the fall.* | | *SEL team meeting: March 15* | | *All staff will attend initial workshop, including all nonteaching staff members.*  *Three parent leaders will attend.*  *Three community representatives will attend.* |
| **Subsequent Events**  What is the plan for providing professional learning those who don’t participate in the initial activities (e.g., teachers who implement the program at a later date, teachers who join the staff at a later date, or other important constituents who missed the initial event)? | *SEL team will meet to plan for introductory professional development to remaining staff and constituents.* | | *SEL team meeting: March 15* | | *Initial workshop should be repeated for others at the beginning of the second year.* |
| **PROGRAM CONTENT AND IMPLEMENTATION** | | | | | |
| **Fit with Current Curriculum**  How well does the program “fit” with the current school curriculum and can professional development help to address any issues? Consider:   * If the program is lesson-based, how many lessons there are * How many times per week the program is to be taught to achieve fidelity to the program model * How program will integrate with current curriculum | *SEL team will meet with grade level leaders and discuss curriculum fit issues.*  *Principal will call the program providers to discuss these issues.* | | *SEL team meeting: March 15*  *SEL team & grade-level leaders: March 25*  *Principal call to program providers: March 26* | | *Program has 24 lessons per grade to be taught once per week. Current curriculum does not permit time for a separate class. Program provider suggests integrating lessons into language arts and will prepare literacy-based curriculum map for initial professional learning.* |
| **Instructional Strategies**  What professional learning is required to help staff implement new instructional strategies used in the program? | *SEL team will meet with grade level leaders, family members, and community members to discuss what might be helpful in adopting new instructional strategies.*  *Principal will discuss these with the program developer.* | | *SEL team meeting: March 15*  *SEL team & grade-level leaders: March 25*  *SEL team phone calls to family & community represent-atives: Week of March 25*  *Principal call to program providers: March 26* | | *Teachers, parents, and community members all want a strong emphasis on respectful behaviors and anti-bullying behaviors.*  *Program provider affirms that facilitator would put a strong emphasis on daily respectful behaviors and anti-bullying strategies.* |
| **Schoolwide Practices**  What current school-wide activities are likely to be strengthened by the program? What additional professional learning or support for schoolwide practices might be helpful? | *SEL team will meet to discuss ways to integrate SEL into existing or currently planned schoolwide activities.*  *Principal will discuss these with program developer.* | | *SEL team meeting: March 15*  *SEL team and grade- level leaders: March 25*  *Principal call to program provider: March 26* | | *Monthly themes will match the units of the SEL program:*   * *Becoming a school community* * *Respect for self and others* * *School pride/ respecting school property* * *Taking responsibility for oneself* * *Making positive decisions* * *Resolving conflicts peacefully* * *Choosing a healthy lifestyle* * *Saying “no” to drugs* * *Celebrating diversity*   *Program developer affirms that facilitator will approach the professional learning event from the perspective of the monthly themes.* |
| **LOGISTICS** | | | | | |
| **Delivery Options**  What options exist for how professional learning is delivered (e.g., workshops, coaching, online, written or self-directed, video conferencing, etc.)?  Will professional learning be facilitated by the program provider? Or will personnel from the school/district be trained by the provider to deliver the professional learning?  Where will initial professional learning take place (e.g., in the district or at another location)?  What is the time commitment needed for initial professional learning? A few hours? Days? Are there follow-up sessions during the year? | | *Principal will look at staff development calendar, talk to program providers, and propose the best plan.* | | *Principal call to program developer: March 26* | *Principal makes the following decisions in consultation w/ program providers:*   * *Initial training will be an interactive, experiential learning workshop, facilitated by program staff.* * *Workshop will take place at school site on August 28–29.* * *This will be a 13-hour event over 2 days (no flexibility on this require-ment per the providers).* |
| **Timing**  What time of the year will be best for professional learning? Consider the following to maximize participation:   * Implementation launch date * School and district professional learning calendar * School and district assessment calendar * Allotted district staff development days * Availability of substitute teachers | | *SEL team will meet with principal to discuss best timing* | | *SEL team meeting: March 15* | *The initial workshop will be two consecutive days at end of summer (August 28–29) to prepare staff to implement the program at the beginning of the school year.* |
| **Costs**  Determine costs for all aspects of program implementation. Consider:   * What is the cost of the initial professional learning event? * Would teachers be paid stipends for release time? How much would this cost? * What is the cost of additional professional learning events, coaching, mentoring, and/or consulting? * Is there a “training-of-trainers” option? What does this entail and how much does this cost? * Is sufficient funding available? Should the school apply for grants? Does the program provide resources to support grant writing? | | *Principal will confirm costs with program provider and look for ways to incorporate professional learning in the budget.* | | *Principal call to developer: March 26* | *Principal will pay for professional learning out of the Character Education grant: $10,000 for a school-wide workshop for up to 40 participants. Includes two days of professional learning, teacher materials, and student materials for first year of implementation.*  *Per program provider: Additional one-day workshops are $3,000. Consultation is $1,000 per day. Training-of-trainers is $10,000 to certify two candidates. District not choosing to pursue at this time.* |
| **Professional learning credits**  What, if any, state and/or district certification requirements must be coordinated with the program provider’s professional certification process? | | *Principal will discuss certification requirements with program provider and compare it to requirements for state/district continuing education credits.* | | *Principal call to program developer: March 26* | *The initial program-related professional learning meets requirements for two state/district continuing education credits.* |