

# Identifying Virtual Professional Development for Staff - *SAMPLE*

## A Tool for Administrators, Coaches, and Others Who Are Planning PD in the Virtual School Setting

Virtual PD opportunities abound! When recommending or requiring any upcoming virtual PD opportunities for your staff, answering the following questions will help ensure PD recommended for staff is focused on specific needs and the content will be used by staff as intended. Your responses can also be used to communicate important PD information with staff. These questions align with dimensions of the Hexagon Tool<sup>1</sup> in implementation science.

**PD Title:** *“How Schools Ensure Social Connections During Physical Isolation Confirmation”*

**Date Reviewed:** 4/20/20 by School Counselor B.Fallah

**Publicized Description:** *Every community in America has turned to schools to sustain relationships and connectedness during the COVID-19 crisis. Join this webinar to explore the practical realities and research foundations of how distance learning offers both opportunities, and imperatives, to re-establish relationships during school closure—and learn some of the new ways that students, parents, and educators are connecting to advance the work of schools. Now as much as ever, students need schools to attend to both social-emotional and academic development in unison. After a brief overview of foundational research on the role of relationships in learning and thriving, the webinar will lift up innovations and early learning from leaders in schools and systems across the country.*

<p><b>NEED</b></p> <p>The PD content addresses needs of students, staff and community</p>	<p>What identified need(s) or goal(s) does the PD content address? <i>Relationships promote resilience, are protective factors, increase learning, impact outcomes. Physical distance doesn't have to fracture social connections.</i></p> <p>What staff need(s) or goal(s) will be addressed by the PD content?</p> <ul style="list-style-type: none"> <li><i>Reiterate the need to maintain contact with students, families, and community through understanding of the impact of relationships.</i></li> <li><i>Educators need to remember that their self-care is essential to be able to care for their students.</i></li> </ul> <p>What student need(s) or goal(s) will be addressed by the PD content? <i>Students need trusting relationships now more than ever to feel safe and be able to learn within new virtual expectations.</i></p> <p>What community or family need(s) or goal(s) will be addressed by the PD content? <i>The health of our community and families directly impact the health of our students and vice versa.</i></p>
<p><b>EVIDENCE</b></p> <p>The PD content promotes evidence-based practices</p>	<p>Who developed the PD content? <i>Aspen Education and Society Program</i></p> <p>What established professional organization(s) contributed to or endorse(s) the content? <i>Center to Improve Social and Emotional Learning and School Safety - WestEd, Health &amp; Justice Program; The Urban Assembly; Cleveland Metropolitan School District; San Antonio Independent School District</i></p> <p>What areas of research does this PD content align with? <i>ACEs, Trauma Informed Schools, Maslow's Hierarchy of Needs, Evidence-Based SEL</i></p>

<sup>1</sup> Metz, A. & Louison, L. (2019) *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

<p><b>USABILITY</b></p> <p>The PD format makes content very usable by participants after PD event</p>	<p>How do users access the PD content?  <a href="https://www.youtube.com/watch?v=HQhKRW7w6ZA">https://www.youtube.com/watch?v=HQhKRW7w6ZA</a></p> <p>How much time (total) will it take for users to review all PD content?  <i>1 hour</i></p> <p>Are there any follow-up activities for users to compete after reviewing the content?  <i>No</i></p>
<p><b>FIT</b></p> <p>The PD content fits with current initiatives in the school and/or district</p>	<p>How does the PD content align with district or school goals?  <i>It aligns with the district’s initiative to focus on the whole child, along with our goals of planning intentionally to meet the needs of our students and families. It will help us focus on priorities of cultivating relationships essential to learning. Message from the webinar: it’s not about avoiding trauma (though we try to), it’s about BEING the protective factor in a child’s life.</i></p> <p>How can you communicate this alignment?  <i>I will share this PD along with a message entailing the reasons it’s important to watch and send it to my counseling supervisor, along with my admin and the educators in my building.</i></p>
<p><b>CAPACITY</b></p> <p>The PD format and content builds staff buy-in for applying the content</p>	<p>What expectations, if any, are there for staff to demonstrate use of the PD content? (Consider short- and long-term next steps.)</p> <ul style="list-style-type: none"> <li>● <i>Staff will use the content to make a plan for student, family, and community outreach.</i></li> <li>● <i>Our team will develop a “Student Intervention Tracker” to manage interactions and outreach to avoid overwhelming families with support, which can backfire.</i></li> <li>● <i>Team will discuss other ideas including digital playground, sending postcards, online platforms for fun family interactions (i.e. example of trivia night), survey to find out how staff is doing and what they need,</i></li> </ul> <p>What tools are embedded in the PD content or can be added by the district or school to help teachers apply the content to their practices?</p> <ul style="list-style-type: none"> <li>● <i>Using School Climate Survey data</i></li> <li>● <i>Using MTSS/PBS team to intentionally plan</i></li> <li>● <i>Student Intervention Tracker can easily be developed</i></li> </ul>
<p><b>SUPPORTS</b></p> <p>Supports are in place to help educators apply PD content</p>	<p>Who is available to support staff to apply the PD content?  <i>Admin, School Counselor, School Psych, FCT, BI, MTSS/PBS team, Crisis team</i></p> <p>Are there additional PD resources to extend staff’s understanding of the PD content?</p> <ul style="list-style-type: none"> <li>● <i>DE-PBS Teacher-Student Relationships Module: <a href="http://wh1.oet.udel.edu/pbs/scss-modules/teacher-student-relationships/">http://wh1.oet.udel.edu/pbs/scss-modules/teacher-student-relationships/</a></i></li> <li>● <i>DE-PBS Student-Student Relationships Module: <a href="http://wh1.oet.udel.edu/pbs/scss-modules/student-student-relationships/">http://wh1.oet.udel.edu/pbs/scss-modules/student-student-relationships/</a></i></li> <li>● <i>Trauma Informed Schools: <a href="https://www.edutopia.org/article/how-and-why-trauma-informed-teaching">https://www.edutopia.org/article/how-and-why-trauma-informed-teaching</a></i></li> <li>● <i>ACEs: <a href="https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html">https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html</a></i></li> <li>● <i>SEL/TI/RP: <a href="https://selcenter.wested.org/resource/alignment-and-coherence-series-aligning-sel-trauma-informed-practices-and-restorative-practices-into-one-coherent-system/">https://selcenter.wested.org/resource/alignment-and-coherence-series-aligning-sel-trauma-informed-practices-and-restorative-practices-into-one-coherent-system/</a></i></li> </ul>