**Identifying Professional Learning for Staff**

***A Tool for Administrators, Coaches, and Others Who Are Selecting and Planning PL for Educators***

Professional Learning opportunities abound, so let’s pause, reflect and ask ourselves a few questions to ensure we are wisely investing our time and energy! When recommending or requiring any upcoming PL opportunities for your staff, answering the following questions will help ensure the PL 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 PL information with staff.

These questions align with dimensions of the Hexagon Tool[[1]](#footnote-1) grounding in implementation science.

PL Title: [Add here] Links to Publicized/Overview Description(s): [Add here]

Date Reviewed: [Add here] Reviewed by: [Add here]

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| **NEED**  The PL content addresses needs of students, staff and community | What identified need(s) does the PL content address, according to developers?  What current staff, student, and/or community need(s) will be addressed by the PL content?  Who has previewed the PL content for this needs and goal-matching? |
| **FIT**  The PL content fits with current initiatives in the school and/or district | How does the PL content align with district or school goals?  How does the PL content align with the current district or school program(s) in place?  How can you communicate this alignment? |
| **EVIDENCE**  The PL content promotes evidence-based practices | Who developed the PL content?  What established professional organization(s) contributed to and/or endorse(s) the content?  What areas of research and/or evidence-based practices does this PL content align with? |
| **USABILITY**  The PL format makes content very usable by participants after PL event | How do users access the PL content?  How much time (total) will it take for users to access/participate in PL content (and follow-up activities, as applicable)?  Are the PL activities/schedule reasonable for staff to attend? |
| **CAPACITY**  The PL format and content builds staff buy-in for applying the content | What expectations, if any, are there for staff to demonstrate use of the PL content? (Consider short- and long-term next steps.)  What tools are embedded in the PL content (or can be added by the district or school) to help teachers apply the content to their practices? |
| **SUPPORTS**  Supports are in place to help educators apply PL content | Who is available to support staff to apply the PL content?  What materials are available to staff to apply the PL content?  Are there additional PL resources/efforts needed to extend staff’s understanding of the PL content OR their applying the concepts. |

1. *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.*  [↑](#footnote-ref-1)