




**TRAIN:** Provide implementers with foundational information including the why, the what, and the beginning of the how.

	The role of the school team	Common pitfalls to address
	<p><u>Assurances</u></p> <p><i>The team develops training that is:</i></p> <ul style="list-style-type: none"> <li>● Required</li> <li>● Provided before staff are expected to use practices</li> <li>● Aligned to overall professional development goals</li> <li>● Provided with intentional ongoing support afterwards</li> <li>● Provided by individuals that have already been trained and supported, have a clear understanding of the practice being trained, and are effective trainers of adults</li> </ul>	<p><i>Training is:</i></p> <ul style="list-style-type: none"> <li>● Optional or allows free choice through breakouts</li> <li>● Disconnected from or competing with other professional development</li> <li>● Provided in lieu of support</li> <li>● Provided by individuals that return from a training and immediately disseminate information to staff without clearly understanding, defining, applying, and refining practices in own environments/role first</li> <li>● Provided by those without the knowledge and skill to adequately facilitate adult learning</li> </ul>
	<p><u>Professional Learning and Training Plans</u></p> <p><i>The team develops both:</i></p> <ul style="list-style-type: none"> <li>● Broad professional learning plans that align and outline long term goals that identify the knowledge, skills, and resources needed</li> <li>● Specific training plans that are: <ul style="list-style-type: none"> <li>○ Designed with objectives and outcomes that are linked to long term goals (i.e. closing opportunity gaps)</li> <li>○ Based on clearly defining concepts and skills</li> <li>○ Comprehensive with opportunities for individuals to practice and try with feedback</li> </ul> </li> </ul>	<p><i>Training is:</i></p> <ul style="list-style-type: none"> <li>● Provided as a “one-time event” with knowledge and skills loosely defined</li> <li>● Lacking clear objectives or outcomes or objectives/outcomes are not directly connected to the bigger school improvement goals</li> <li>● Vague or theoretical in nature</li> <li>● Designed solely to disseminate information (“sit and get”)</li> </ul>
	<p><u>Data Processes</u></p> <p><i>The team:</i></p> <ul style="list-style-type: none"> <li>● Collects pre and post training data to measure effectiveness/impact</li> <li>● Uses data to inform ongoing support past initial training and future professional development opportunities (i.e. most staff are able to apply the skills/concepts/practices in context before the team layers on new skills/concepts/practices).</li> </ul>	<p><i>Training data:</i></p> <ul style="list-style-type: none"> <li>● Is not collected to measure training effectiveness</li> <li>● Does not inform the annual and long-term professional development goals (i.e. new skills/concepts/practices are trained before staff are able to apply previous skills/concepts/practices)</li> </ul>

**Resources:**

Horner, R., & Sugai, G. (2010). Implementation blueprint and self-assessment: Positive behavioral interventions and supports. *Center on Positive Behavioral Interventions and Supports, Office of Special Education Programs, US Department of Education*.

Metz, A., & Louison, L. (2018). 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*.

National Implementation Research Network. (2018). *Building Implementation Team* [PDF file]. Retrieved from <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/AIHub-Handout-BIT-2018%20Final%20V%202.0.pdf>

Ward, C., Metz, A., Louison, L., Loper, A., & Cusumano, D. (2018). *Drivers Best Practices Assessment*. Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill. Based on: Fixsen, D.L., Blase, K., Naoom, S., Metz, A., Louison, L., & Ward, C. (2015). *Implementation Drivers: Assessing Best Practices*. Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.