****

**School Leaders: HLP Implementation Checklist**

|  |
| --- |
| **School and Division Leadership** |
| **Establish goals:***Example:* All teachers will understand and use specific HLPs throughout learning environments (HLP #7, HLP #16, HLP #1, HLP #17, HLP #18). **Goals:** |
| **Identify how to assess goals.** *Example:* HLP rubrics (HLP #7, HLP #16, HLP #1, HLP #17, HLP #18) will be used to evaluate teachers’ understanding and ongoing use of HLPs throughout learning environments. **Record ways to assess goals:**  |
| **Responsible Stakeholders Identified*** Who is responsible for teaching HLPs?
* Who is responsible for supporting implementation?
* Who is responsible for coaching?
* Who is responsible for evaluating teachers?

*Examples*: Who is responsible for teaching HLPs?  *All teachers (both general and special education)*Who is responsible for supporting HLP implementation?  *Instructional coaches, teacher leaders*Who is responsible for coaching?  *Instructional coaches, teacher leaders*Who is responsible for evaluating teachers’ implementation of HLPs?  *School Administrators*Who is responsible for teaching HLPs?Who is responsible for supporting HLP implementation?Who is responsible for coaching?Who is responsible for evaluating teachers? |
| **Explicit Communication:** Identify stakeholder roles, responsibilities. Communicate expectations and establish timeline. *Example*: **Administrators** learn about HLPs and resources that support HLP implementation by participating in self-paced learning. Administrators communicate with all staff that HLPs are instructional priorities within their school and division. Create the Organizational Structure that Supports HLP implementation through coaching:* Administrators identify instructional coaches and teacher leaders who are responsible for supporting teachers and facilitating professional growth.
* Administrators outline roles and responsibilities.

 Role: Support teachers’ implementation of HLPs and ongoing growth and development.  Responsibilities:* Facilitate discussions and activities during self-paced training sessions.
* Initial post training observation of teachers using the HLP rubrics to identify teacher strengths and areas of growth.
* Post observation session that engages teachers in conversations that build on their strengths and focus on areas of growth, facilitating teacher goal setting to address areas of growth.
* Second observation, using the same rubric.
* Communicate and reflect with teachers about strengths and areas of growth observed.
* Teachers set goals to celebrate strengths and address areas of growth.

 * Administrators give teachers time to complete self-paced HLP professional learning sessions and work in groups or individually to complete activities that are facilitated by teacher leaders or instructional coaches.
* Administrators and/or TTAC review data to determine the effectiveness of professional learning and coaching on practice and teacher development.
* Timeline: one HLP per month for a total of 5 Tier 1 HLPs.

**Instructional Coaches & Teacher Leaders** learn about HLPs and resources that support HLP implementation by participating in self-paced learning. Instructional coaches participate in sessions with TTAC Coordinators to answer questions and refine skills. Instructional coaches communicate with teachers to schedule two observations and post observation discussions. * Participate in and facilitate professional learning session activities with teachers.
* Schedule an initial post training observation to identify teachers’ strengths and areas of growth.
* Engage teachers in meaningful discussions that build on teacher strengths and reflect on areas of growth.
* Facilitate teacher goal setting to address areas of growth.
* Second observation of teacher and discussion about strengths and areas of growth.
* Facilitate teacher goal setting and ongoing professional learning.

 * Timeline: one training + two observation + two reflective discussions per month.

**Teachers** learn about HLPs and resources that support HLP implementation by participating in self-paced learning. * Teachers complete self-paced learning session activities with co-teachers, grade level, or content area teams. Teachers meet instructional coaches and teacher leaders before observations where expectations for professional growth are communicated with teachers so that they understand the value of coaching and feedback that improves HLP implementation and individualized professional development that builds on teacher strengths.
* Initial post session observation with feedback.
* Teachers engage in discussions with coaches or teacher leaders to reflect on their practice, identifying strengths and areas of growth.
* Teachers set instructional goals.
* Second observation and discussion.
* Timeline:one training + two observation + two reflective discussions per month

**Identify the communication plan that outlines roles, responsibilities & expectations.**  |

**Action Steps**

|  |
| --- |
| **Teachers** |
| **Professional Learning**Teachers will understand how to implement HLP #7, HLP #16, HLP #1, HLP #17, HLP #18.*Example*: Teachers will participate in one self-paced HLP professional learning session per month and receive coaching supports from instructional coaches and teacher leaders.**Professional Learning Plan:** |
| **Professional Growth** HLP rubrics are a tool for professional growth. Teachers will use feedback from HLP rubrics to celebrate and build on strengths and to identify areas of growth. Through reflection, teachers will set goals to develop skills, individualizing ongoing HLP professional learning. **Considerations:** Are expectations that feedback will be used to build on teachers’ strengths and areas of growth communicated and understood by teachers? Do teachersunderstand how to set goals to develop skills? |
|  |
| **Instructional Coaches and Teacher Leaders** |
| **Professional Learning**Instructional Coaches and teacher leaders are knowledge about HLP #7, HLP #16, HLP #1, HLP #17, HLP #18. Instructional Coaches and teacher leaders will understand how to use HLP rubrics to identify teachers’ strengths and areas of growth. Instructional coaches will be skilled at facilitating conversations that engage teachers in meaningful conversations and reflection, building on teachers’ strengths while developing skills that enhance HLP implementation. *Example:* After participating in self-paced professional learning, instructional coaches and teacher leaders will participate in synchronous sessions with TTAC to learn how to use rubrics and engage teachers in reflective conversations. Coaches and teacher leaders will receive ongoing support from TTAC. **Professional Learning Plan for Instructional Coaches & Teacher Leaders:** |
| **Timeline**Timeline for and expectations regarding the number of teacher observations and reflective discussions is established and communicated. What are the timeline and expectations? |
| **Administrators** |
| **Professional Learning**Administrators understand HLP #7, HLP #16, HLP #1, HLP #17, HLP #18, and resources such as rubrics that can be used to identify teachers’ strengths and areas of growth, and checklists that can help guide HLP implementation. *Example:* Administrators learn about HLPs and resources through self-paced professional learning. Administrators learn to use rubrics as data that documents teachers HLP implementation growth and support teachers’ ongoing professional learning, and goal setting. Teachers gain knowledge of Knowledge of the Virginia Professional Teaching Standards – HLP Crosswalk and learn how to use the Crosswalk for ongoing individualized professional learning and teacher development. **Professional Learning Plan for Administrators:** |
| **Data Review**Administrators review data to determine the affects of HLP professional learning on instructional goals.  |

References

Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tamps, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network