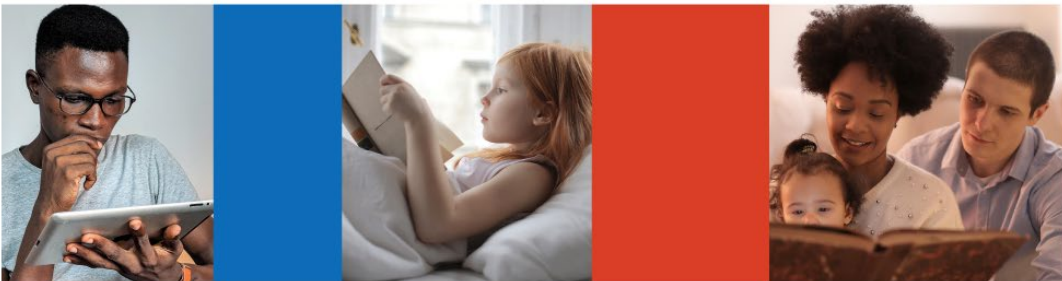
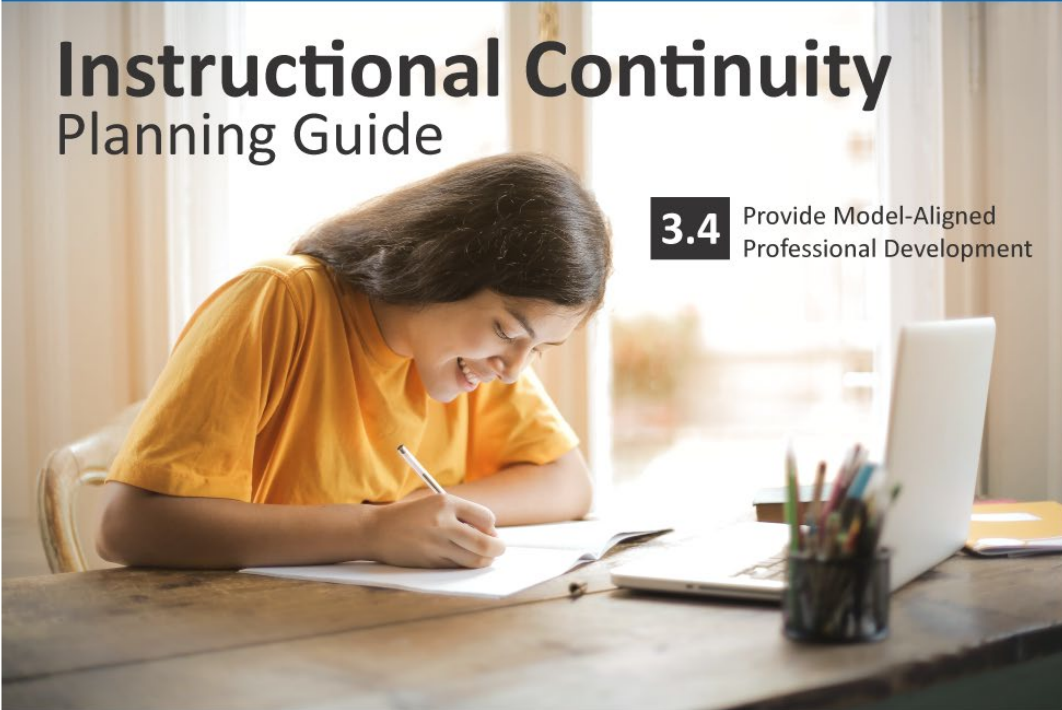


Instructional Continuity Planning Guide

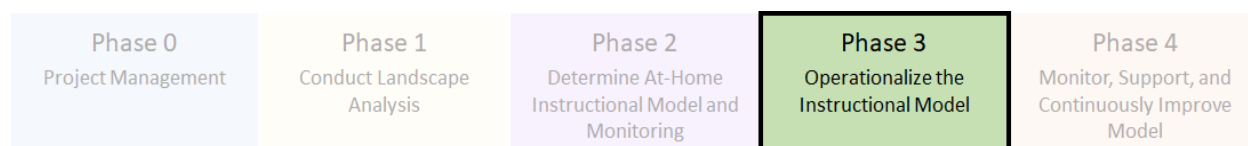
3.4 Provide Model-Aligned Professional Development



The information included in this guidance is provided as a resource only.
This information is intended to assist in the delivery of educational resources in this time of public crisis.

Phase 3: Operationalize the At-Home Model

Planning Category 3.4: Provide Model-Aligned Professional Development



Planning Category Activities

1. **Create training plan** and timeline by stakeholder group.
2. **Identify training platform and design trainings** for all stakeholders.
3. **Execute trainings** as decisions are made and information is available.

Planning Guidance

Prior to identifying a model-aligned professional development plan, districts need to identify the digital tools, programs, and platforms currently in use. Leverage already purchased or regularly used tools and platforms to provide greater continuity and consistency for students and staff. Consider the following when planning and executing model-aligned professional development:

1. **Inventory existing tools, programs, and platforms** to be used by instructional staff to support at-home learning.
 - What digital tools, programs, and platforms are currently utilized by campuses and instructional staff to deliver instruction? Consider purchased adopted instructional materials with their own platforms, programs, or tools.
 - What digital tools, programs, or platforms are currently used by campus leaders and teachers for coaching purposes, regular check-ins, and deliverables (e.g., lesson plans, data analysis, meetings)? Consider how accountability is maintained using the identified tools.
 - What digital tools, programs, or platforms are used to communicate with students and families regarding student progress and feedback?
 - What new tools, programs, or platforms will be needed to deliver instruction based on the determined at-home instructional delivery model?
 - What new digital tools, programs, or platforms are needed for campus leaders and teachers to support coaching, regular check-ins, and deliverables? How is accountability maintained?
 - What new digital tools, programs, or platforms are needed to communicate with students and families regarding student progress and feedback?
2. **Determine training needs** for digital tools, programs, and platforms for each stakeholder group. Prioritize the training needs based on district policies and timelines.
 - What trainings are needed for instructional staff?
 - What trainings are needed for campus leaders or teacher managers?
 - What trainings are needed for students and families?
 - Are there additional staff that need to attend training to support?

- What information is most critical to initiate at-home learning? Consider how information will be delivered to families, the daily expectations for students and teachers, and regular interaction expected between teachers and students and between teachers and leaders.
- 3. Identify options for training.**
 - How has virtual training been conducted in the past?
 - What trainings are available through established partnerships with publishers, vendors, and other organizations?
 - What staff can support training development or facilitation?
 - Will differentiated options be offered based on needs and capacity of the stakeholders?
 - 4. Create and execute a training and support plan** for stakeholders. Develop a scope and sequence of training by stakeholder group.
 - What is the order of training based on prioritization?
 - Which stakeholder groups will need each training and by when? Schedule trainings and establish procedures for attendance and completion.
 - How will training information be communicated?
 - Will participants be required to register for trainings? If so, how will registration take place? Who will monitor and identify if someone needs training but has not registered?
 - How will you ensure training has been completed and participants are prepared to utilize the new tool, program, or platform?
 - 5. Prepare for follow-up** training and support.
 - What will be the follow-up to determine if stakeholders are using the new tool, program, or platform effectively? How will you determine if further training is needed?
 - What supports will be in place as stakeholders use new tools, programs, or platforms? Who is responsible for support? How will this be tracked to identify additional training needs?

Suggested Staff Support

- **District-level curriculum and instruction:** generates list of content-specific and general instructional tools, programs, platforms, and resources for training support; include district-level special education and EL staff
- **Instructional materials coordinator:** develops list of adopted products that could be leveraged for at-home learning; contacts publisher representative to identify additional services/support
- **Campus-level instructional leaders, coaches, or teachers:** provide information about currently used tools, programs, and platforms; identify needs based on campus and teacher expectations and systems
- **IT:** provides information about use of tools, programs, and platforms to inform decisions; facilitates continuous collaboration and provides support in the transition to at-home learning

TEA Resources

- Example Considerations for Determining Tools, Programs, and Platforms: template to determine which tools, programs, or platforms are needed in the instructional model
- Template Designing a Training Plan: for district leaders to develop and organize a professional development plan for educators
- Training Database: Excel list of trainings available for purchased instructional materials and products

Additional Resources

- ESC 11 Digital Learning Sessions: schedule of on-demand learning
- ESC 20 Remote Instructional Digital Age Learning Webinars: schedule of webinars and online support provided by Region 20
- CEC & eLuma Teaching Special Education Online During COVID-19 Webinar
- Google for Education: training center to support use of Google tools
- EdSurge Preparing to Take School online: provides training checklists and guidance for training

District-Created Examples

Garland ISD Required Training for Teachers: provides an overview of the training plan and access to courses to support initial online training

Find links to all [Phase 3 resources](#) on the TEA Instructional Continuity Framework website.