**Checklist for Planning Professional Learning Supports**

\_\_\_ Establish expectations for completion of Self-Assessment (SA) and Practice Profiles.

\_\_\_ Establish expectations for classroom walkthrough observations.

\_\_\_ Establish and implement standard procedures to collect and collate SA and walk-through data,

\_\_\_ Establish and implement standard procedures and to analyze SA and walk-through data,

\_\_\_ Establish and implement standard procedures to communicate de-identified SA and walkthrough results to teachers (e.g., district wide, building wide or collaborative team levels or rates).

\_\_\_ Identify a specific ETLP of focus, the potential desired student outcome, and determine the evidence that will be used to measure progress toward the goal.

\_\_\_ Utilize in-house created or SW-PBS online lessons and materials for the 8 ETLPs as professional learning for all, some or a few teachers.

\_\_\_ Establish aligned leadership team expectations for learning and implementation.

\_\_\_ Set date, time and location for professional learning.

\_\_\_ Gather training materials and resources.

\_\_\_ Consider the best modality for training including offering some resources as flipped instructional “pre-activities”.

\_\_\_ Send pre-meeting information including date, time, location information and instructions for any expected pre-activities to all participants.

\_\_\_ Provide training and protected time for expected post-learning activities.

\_\_\_ Establish and sustain a system for ongoing self-monitoring.

\_\_\_ Have individual teachers set SMART9 goals for implementation of the specified ETLP, focusing on the Essential Function and descriptor(s) of their own choice, based on their data.

\_\_\_ Provide resources to individual teachers to self-monitor.

\_\_\_ Conduct walk-through observations.

\_\_\_ Collect data on the desired student outcome.

\_\_\_ Collate ETLP implementation and outcome data, analyze and communicate de-identified results to all stakeholders.