Training Plan Template

Background

The effective use of innovations requires behavior change at the teacher and administrative support levels. Training and coaching are the principle ways in which behavior change is brought about for carefully selected staff in the beginning stages of implementation and throughout the life of evidence-based practices and programs. Most skills needed by successful teachers and administrators can be introduced in training but really are learned on the job with the help of a consultant/coach (e.g., practice information, engagement, planning, teaching to concepts, fluency). The content of training will vary considerably depending upon the evidence-based practice or program, State or district policy or priority, or management strategy that is being implemented.

The methods of training are less variable. There seem to be common approaches to imparting knowledge, skills, and abilities in programs to train practitioners (e.g., Bedlington, Booth, Fixsen, & Leavitt, 1996; Joyce & Showers, 2002; Schoenwald et al, 2000), trainers (e.g., Braukmann & Blase, 1979; Ogden et al., in press), coaches (e.g., Smart, Blase, et al., 1979; Joyce & Showers, 2003), fidelity evaluators (Davis, Warfel, Maloney, Blase, & Fixsen, 1979; Wineman, et al., 1979), and administrators (Baron, Watson, Coughlin, Fixsen, & Phillips, 1979; Atherton, Mbekem, & Nyalusi, 1999). The common approaches to training include providing information about history, theory, philosophy, and rationales for program components and practices conveyed in lecture and discussion formats. Lecture and discussion can produce knowledge acquisition and understanding. Skills and abilities related to carrying out the program components and practices can be demonstrated (live or on tape) then followed by behavior rehearsal to practice the skills and receive feedback on the practice (Blase et al., 1984; Joyce & Showers, 2002; Kealey, Peterson, Gaul, & Dinh, 2000).

Identify Rationale and Key Features of Training Program

Training Program Team Members:

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_____

Data demonstrating need for training: _____

Evidence based program or practices to be trained:_____

Hours available for training:_____

Trainer qualifications:_____

Critical components of program or practice:_____

_____

Outcomes desired:_____

Outcomes measurement:_____

Critical Component	New Knowledge to be Taught	Method for Teaching	New Skills to be Taught	Method for Teaching	Assessment Method	Assessment Schedule