

# Technical Assistance and Support Plan Samples

This document is intended to provide examples and non-examples of Technical Assistance and Support Plans for School Improvement Facilitators to use with school teams to plan supports that align with the school's improvement plan and goals.

This document includes:

- [Overview of terms](#)
- [Exemplary Technical Assistance and Support Plan](#)
- [Non-example Technical Assistance and Support Plan](#)
- [Blank template Technical Assistance and Support Plan](#)

## Overview of Terms

**Goal for Technical Assistance and Support:** Based on prioritized needs, identify specific supports and objectives for technical assistance.

**Priority/Goal:** Identify the priority or goal from the School Improvement Plan with which this support/assistance is aligned.

**TA/Support Strategy:** Specifically identify what Technical Assistance (TA) services and activities will be provided.

**Required Materials, Resources, or Supplies:** Identify any materials/supplies needed and who will provide them.

**Cost or Hours:** Specify how much of the school's allocation is required to implement this TA/support strategy.

**Anticipated Outputs:** List 2-3 tangible products or observable events/milestones/ shifts in practice to provide evidence that you are implementing the action plan with fidelity.

**Evaluation Plan:** Describe how the team will monitor the implementation of the assistance and support plan.

# Exemplary Technical Assistance and Support Plan

## School Improvement Technical Assistance and Support Plan SY 2020-21 School Name

<b>LEA:</b>	<b>School:</b>
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**Goals for Technical Assistance and Support:**

1. As a result of this support, the Local MS coaches will develop and implement structures/protocols to guide data discussions with PLCs.
2. As a result of this support, the Local MS team will have well-developed PLC structures in place to support continued, job-embedded professional development of all teachers.
3. As a result of this support, the Local MS team will develop a vision for SEL committee and will support the development of foundational knowledge of committee members

*These goals are based on prioritized needs, identify specific supports and objectives for technical assistance.*

<b>Priority/ Goal in SIP</b> <i>This plan clearly identifies the priority from the plan with which this support is aligned.</i>	<b>TA/Support Strategy</b> <i>The strategies listed below clearly identify the specific services or activities that will be provided.</i>	<b>Responsible Parties</b>			<b>Anticipated start date</b>	<b>Anticipated end date</b>  <i>The timelines are specific or narrow enough that dates can be determined.</i>	<b>Required Materials, Resources, or Supplies</b>	<b>Cost or Hours</b>	<b>Anticipated Outputs</b>  <i>These outputs are tangible items that will indicate that the support was implemented and completed.</i>
		<b>IU Team Member</b>	<b>LEA or School Team Member</b>	<b>Outside Agency</b>					
Essential Practice 3	Provide school with informational video on use of CDT data for small group instruction	CDT Point of Contact	Principal		9/1/20	9/15/20	Zoom to record meeting		Video created and shared with the school team.

Essential Practice 3	Facilitate professional development session on using CDT data for small group instruction.	CDT Point of Contact	Principal		9/1/20	9/21-22/20	<a href="#">Small Group lesson plan templates</a>		Teaches will use CDT data to create small group instructional plans
Essential Practice 3	Hold Q&A session for teachers regarding CDT assessment and use of data.	CDT Point of Contact	Principal		10/3/20	10/3/20	<a href="#">CDT Resources provided by SIF</a>		Calendar invite for Q&A session Possible FAQ as a follow up
Essential Practice 3	Develop data meeting schedule and clarify expectations.	SIF	Mr. O, Mrs. B, Principal		10/1/20	10/8/2020	Data Discussion Plan		Data Discussion schedule with expectations
Essential Practice 3	Collaboratively plan data discussion roll-out and develop agenda template for meetings	SIF or TaC	Mr. O, Mrs. B, Principal		9/20/20	10/15/2020	Agenda Draft and Roll-out presentation draft		Finalized agenda and roll-out presentation
Essential Practice 3	Review feedback from initial roll out of data cycle meetings and use to make adjustments to the plan for future meetings	SIF	Mr. O, Mrs. B, Principal		10/1/20	10/22/2020	Feedback from teacher regarding roll out		Feedback document, Updated template for meetings
Essential Practice 3	Develop a template to align data discussion expectations with coaching training	PIIC	Mr. O, Mrs. B, Principal		11/1/20	11/4/2020	Agenda		Template completed with aligned objectives for coaching and data driven instruction
Essential Practice 3	Develop and facilitate a PL session on creation of formative assessments	IU TaC	Mr. O, Mrs. B, Principal		12/1/20	12/11/2020	Teacher needs related to Formative Assessments		Formative Assessment PL plan or agenda

Essential Practice 3	Develop a monitoring plan for data discussions	SIF	Mr. O, Mrs. B, Principal		11/1/	11/9			Data Discussion Monitoring Plan
Essential Practice 3	Develop a plan for content specialists to support data discussions during PLCs	IU TaC	Instructional Coaches		11/1	11/14			Plan/schedule for Content Specialist support, including dates and topics
Essential Practice 17	Use CDT interactive platform and batch reports to form small groups based on area of needs relative to progression of ELA and math standards.	IU CDT Point of Contact IU TaC	Instructional Coaches		Nov 15,20	Dec 1, 2020	CDT resources ELA standard Math standards		CDT Interactive Reports CDT Batch Reports Small group instruction template
Essential Practice 17	Collaborate to develop the structure for PLCs to identify and model evidence-based interventions aligned with areas of identified need during CDT data analysis.	IU TaC	Instructional Coaches		Nov 15, 20	Feb 1, 2021	PLC resources EBS documents CDT data		PLC structure documented, WWC identified strategies; Manipulatives Doc cameras Problem bank Vocabulary toolkit
Essential Practice 17	Join, and at times facilitate PLCs to identify and model math evidence-based instructional strategies for coaches and teachers	IU Content Specialist or TaC	Math Coach		Nov 15, 20	Feb 1, 2021	Math EBS Resources for instructional strategies (TBD)		PLC data protocols, rolling agendas
Essential Practice 17	Create and support the use of PLC protocols to monitor implementation		Implementation Team		Nov 15, 20	Feb 1, 2021	Bi-weekly templates		Completed bi-weekly reports

	of the action steps during Bi-weekly meetings.						PLC protocols		
Essential Practice 11	Meet with Assistant Principal to identify existing internal and external supports for SEL committee and to align action steps to climate and culture goal	SIF	Mr S and Ms. W	PaTTAN	8/1/20	9/1/2020	Meeting Agenda, Zoom link  CASEL Resources		Identified stakeholders and supports to leverage. Documented plan for aligning action steps to goal
Essential Practice 11	Meet with SEL team to assess current strategies, expertise, and need for PD	SIF	Mr. S and SEL team		9/1/20	9/9/2020	Meeting Agenda, Google Meeting Link		List of identified needs for SEL supports
Essential Practice 11	Create SEL look fors for classrooms	IU TaC	Mr. S and SEL team	PaTTAN		TBD	CASEL resources for SEL		SEL look-fors document
Essential Practice 11	Develop common understanding of SEL across staff members and embed it as a "way of work" rather a than a separate topic	IU TaC	Mr. S and SEL team	PaTTAN		TBD	CASEL resources for SEL		Agendas that incorporate SEL strategies in the context of the meeting or PL opportunity. Lesson plans that incorporate SEL strategies into the topic/instructional strategies Documentation of observation of SEL strategies during instruction (using Look Fors document)

Essential Practice 11	Develop a clear communication plan to ensure that teachers, staff, students, and parents are aware of the expectations.	IU TaC	Mr. S and SEL team	PaTTAN		TBD	Communication plan template		Communication plan
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**Evaluation Plan:** Describe how the team will monitor the implementation of the assistance and support plan.

Evaluation Question	Indicators	Methods for Collecting Data
Is the school and/or district satisfied with the TA services?	<ul style="list-style-type: none"> <li>· Satisfaction with TA services:               <ul style="list-style-type: none"> <li>o Professionalism</li> <li>o Ability to work with school or district</li> <li>o Skills/content knowledge</li> <li>o Products</li> <li>o Duration and intensity of TA services</li> </ul> </li> </ul>	Surveys of school or district personnel
What is the impact of TA on the school's knowledge, skills, attitudes, competence, etc?	<ul style="list-style-type: none"> <li>· Views</li> <li>· Knowledge</li> <li>· Motivation</li> <li>· Confidence</li> <li>· Relations within the organization</li> <li>· Organizational planning</li> <li>· Resources</li> </ul>	<ul style="list-style-type: none"> <li>· Surveys school or district personnel</li> <li>· Observations</li> <li>· Review of documents</li> </ul>
How effective were the TA services in accomplishing the goals and objectives identified in the TA plan?	<ul style="list-style-type: none"> <li>· School/district's perspectives on accomplishment of goals and objectives</li> <li>· Evidence of accomplishments</li> <li>· Identification of any issues/barriers</li> </ul>	<ul style="list-style-type: none"> <li>· Surveys of school or district personnel</li> <li>· Review of evidence of accomplishments and documents</li> </ul>

# Non-example Technical Assistance and Support Plan

## School Improvement Technical Assistance and Support Plan SY 2021-22 School Name

<b>LEA:</b>			<b>School:</b>					
<p><b>Goals for Technical Assistance and Support:</b>          Provide four collaborative professional learning training sessions focused on PVAAS Data Analysis, CDT Data Analysis and review of evidence-based practices and resources targeting continuous improvement of instruction.  <i>This is a non-example because the goals lack specificity and individualization to the identified school.</i></p>								
Priority/ Goal in SIP <i>This is a non-example because it does not connect the support to the plan.</i>	TA/Support Strategy	Responsible Parties			Timeline	Required Materials, Resources, or Supplies	Cost or Hours	Anticipated Outputs
		IU Team Member	LEA or School Team Member	Outside Agency				
	Interdisciplinary team consultations and meetings.  <i>This is a non-example because it is vague.</i>	Smith Jones Mercado Miller	NA	NA	July 1 to June 30  <i>This is a non-example because it doesn't identify the frequency.</i>	TAC and Curriculum Resources including meetings and consultations	\$700/day	Informal feedback and meeting attendance.  <i>This is a non-example because informal feedback and attendance aren't observable outputs.</i>
	Individualized	Smith	Instructional		July 1 to	PVAAS training	5.25 days	Administrators

	school-based technical assistance meetings for PVAAS and CDTs	Mercado Miller	coach		June 30 <i>This is a non-example because it doesn't identify the frequency.</i>	and support <i>This is a non-example because it is vague and does not list specific resources.</i>		and teachers will participate in varied PD sessions offered by PDE and/or the IU. <i>This is a non-example because it is an activity, not an output.</i>
	Develop a coherent assessment plan.	Smith Jones	Principal	Curriculum Coordinator	Ongoing <i>This is a non-example because support to create a plan would take place at a specific time, not all year.</i>	Technology, school calendar, state assessment calendar	\$700/day	Assessment plan and communication documents
	Facilitate PLC- quarterly meetings <i>This is a non-example because this is a part of the statement of work, not additional support.</i>	SIF TaC PD Director	Principal		July 1 to June 30 <i>This is a non-example because it is too vague.</i>	Evidence-based practices and toolkits	\$700/day and included as part of TaC	Quarterly meeting agendas, data overviews, quarterly meeting reports

**Evaluation Plan:** Describe how the team will monitor the implementation of the assistance and support plan.

Informal feedback



Professional learning survey  
 Demonstration of acquired skills on targeted evidence-based tool/resource

*This is a non-example because it describes the mechanisms for collecting information, but not an evaluation plan.*

Evaluation Question	Indicators	Methods for Collecting Data
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What is the impact of TA on the school's knowledge, skills, attitudes, competence, etc?	<ul style="list-style-type: none"> <li>· Views</li> <li>· Knowledge</li> <li>· Motivation</li> <li>· Confidence</li> <li>· Relations within the organization</li> <li>· Organizational planning</li> <li>· Resources</li> </ul>	<ul style="list-style-type: none"> <li>· Surveys school or district personnel</li> <li>· Observations</li> <li>· Review of documents</li> </ul>
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# Blank Template: Technical Assistance and Support Plan

School Improvement Technical Assistance and Support Plan

SY \_\_\_\_\_

School Name

<b>LEA:</b>				<b>School:</b>				
<b>Goals for Technical Assistance and Support:</b>								
Priority/ Goal in SIP	TA/Support Strategy	Responsible Parties			Timeline	Required Materials, Resources, or Supplies	Cost or Hours	Anticipated Outputs
		IU Team Member	LEA or School Team Member	Outside Agency				

**Evaluation Plan:** Describe how the team will monitor the implementation of the assistance and support plan.

Evaluation Question	Indicators	Methods for Collecting Data
Is the school and/or district satisfied with the TA services?	<ul style="list-style-type: none"> <li>· Satisfaction with TA services:               <ul style="list-style-type: none"> <li>o Professionalism</li> <li>o Ability to work with school or district</li> <li>o Skills/content knowledge</li> <li>o Products</li> <li>o Duration and intensity of TA services</li> </ul> </li> </ul>	Surveys of school or district personnel
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