



PLEASE DISTRIBUTE TO TEACHERS

LifeSkills Training High School Program LST TEACHER FACT SHEET

Thank you for your interest in the one-year implementation grant to replicate the Botvin *LifeSkills Training* (LST) High School program. The Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder is working with partner organizations to coordinate the implementation and evaluation of this program. We would like to take this opportunity to describe the LST High School initiative in more detail so that you have a better understanding of what your participation in this project will entail if your school is selected.

The initiative provides curriculum materials (teacher manuals and student guides), training workshops, and technical assistance for one year of program implementation.

The following describes key components of the LST model that have helped make the program effective in enhancing social-emotional skills and reducing adolescents' substance use and violence. Please carefully consider whether you believe your school will be able to fully comply with these specifications. If you have any questions or concerns, please inform your school principal *before* he/she commits to replicating the program.

Participants

The grant will provide curriculum materials, training, and technical assistance for one year of LST implementation. The LST High School program is a single-year curriculum that will be implemented in grade 9 during the fall. Students will receive 10 LST sessions, each designed to last 45 minutes. As a universal prevention program, it is designed to be implemented with **all** students in the 9th grade.

School Personnel

A successful replication of LST in your school is predicated on active, enthusiastic teacher participation and support from other school staff and administrators. It is our hope that all personnel in the school will be informed that the school is considering implementing the LST High School program. We also hope that teachers, in particular, will be made aware of the philosophy of the program and the extent to which it has been shown to improve social-emotional skills and reduce participants' drug, tobacco, and alcohol use. In addition, teachers must realize that the success of the program is contingent on adherence to the LST model; that is, closely following the curriculum and teaching all lessons in their entirety.

Teacher Training

The teacher workshop will cover the theoretical basis of LST and describe the results of the research evaluations that have been conducted. Most importantly, the initial training workshop will provide an opportunity for participants to become familiar with the curriculum. All teachers who plan to implement the program must attend a one-day training workshop prior to implementation. Teachers (unless certified as LST trainers) may not train others at their school. If a school does not have enough trained instructors to reach all students, it may be dropped from the project. Teacher stipends (\$150 for the full day) will be paid for training workshops held during the summer, and for training workshops that are held during the school year, reimbursement to districts for substitute teachers will be provided.

Teacher Feedback Surveys will be completed by each instructor after the first full cycle of LST has been taught (i.e., after the 10 sessions). These evaluations will further enhance CSPV's ability to assess the quality of the implementation process at the site, and we thank you in advance for taking the time to complete the online survey. Teachers will receive a \$20 gift card for survey completion.

Classroom Observations

CSPV will monitor the replication process to ensure that implementation is occurring with fidelity and integrity to the LST model. To help us achieve this goal, we will hire local individuals to observe LST classroom sessions and use curriculum-specific checklists to assess whether or not teachers are making the main points of each session. The observers will be a neutral presence in the classroom and will not provide feedback to instructors about their performance. Because the observers will be making unannounced visits, we urge LST instructors to make sure they follow the schedule of implementation provided to CSPV and notify the observer whenever changes have been made to this schedule.

Observers will conduct three observations of each teacher implementing the curriculum. In sites that consist of a very large number of schools and teachers, a reduced number of classroom observations may be conducted. We appreciate your cooperation in providing your LST implementation schedule and allowing the observer to attend these sessions.

Site Visits

A CSPV Implementation Coordinator will visit each site during program implementation. Visits will be made to as many participating schools as possible. The Implementation Coordinator will meet with school principals and LST teachers, as well as attend LST classroom sessions to gain a better understanding of the site's experiences with the program. More specifically, CSPV is hoping to identify any obstacles faced during implementation, how sites overcome these challenges, and how students respond to the program. In addition, the visit allows CSPV to obtain feedback regarding the implementation of the program and assess needs for further technical assistance, as well as allow teachers and administrators to express their opinions regarding the curriculum.

Technical Assistance

The trainer for your site will be available for technical assistance/consulting throughout the project via telephone, email, or on-site visits.

Thank you for considering these grant components. If you have any questions about the program or the initiative, please contact Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu.



LifeSkills Training High School Program LST SITE COORDINATOR FACT SHEET

The role of the LST Site Coordinator is vital to the successful implementation of Botvin *LifeSkills Training* (LST) at each site. This individual is the direct link between the Center for the Study and Prevention of Violence (CSPV), who manages the grant and all interactions with the program developer's company, and the LST schools and teachers at a site. LST Site Coordinators will be expected to maintain a close working relationship with participating school(s) throughout the project. Such work also will entail keeping key personnel (e.g., school principals, administrators, and teachers) fully informed about the nature and requirements of the project.

The Site Coordinator will facilitate successful LST implementation in the following ways: arrange and participate in a pre-grant feasibility site visit by CSPV with all of the relevant district and school personnel; coordinate the teacher training workshop and ensure that all LST instructors attend this training; work with CSPV to order LST teacher manuals and student guides; obtain teacher schedules for the LST curriculum; assist CSPV in monitoring implementation and identifying and solving any barriers to successful program replication; and work with CSPV's evaluation team to facilitate district or school research reviews and approvals and identify a class period for the in-class surveys. Coordinators must be involved fully in the LST effort at participating schools in order to quickly address implementation concerns as they arise. Site Coordinators must devote enough time to the LST project to meet the scope of responsibility outlined below:

Groundwork

1. Assist CSPV with evaluation approvals, including research review and school board approvals.
2. Identify class and time period for the student survey to be administered in Fall 2021, December 2021, Fall 2022, and Fall 2023.

Training

1. Prior to training, local classroom observers must be hired by CSPV. Site Coordinators and other key school staff should recommend persons that CSPV may interview.
2. Work with CSPV to set up training, order training materials, and ensure that all LST instructors are able to attend.
3. Encourage other key personnel (e.g., principals, vice principals, and counselors) to attend the training in order to provide a supportive school structure.
4. Attend teacher training and ensure that local observers attend training.
5. Distribute to LST teachers the contact information of the observer(s), site coordinator(s), and CSPV Implementation Coordinator. Instruct teachers to notify CSPV and observers of implementation schedule changes or if classes are cancelled. (Note: observers should be the first to be contacted to avoid an unnecessary classroom visit.)
6. If CSPV does not attend training, collect and return completed LST training workshop attendance logs and evaluation forms to CSPV.

Before Implementation

1. Collect accurate implementation schedules from teachers and submit schedules and the curriculum orders to CSPV for approval. Ensure that all eligible students are scheduled to receive the program.
2. Make sure all teachers have required materials to implement LST (i.e., teacher's manual, student guides).
3. Contact CSPV if materials are missing or additional materials are needed.

During Implementation

1. Monitor the implementation process by checking in with teachers to see if schedules have changed, answer questions, and address concerns.
2. Notify CSPV immediately of any administrator or LST instructor turnover.
3. Ask teachers if they need additional assistance with implementation from the LST trainer. Relay any requests for assistance to the CSPV Implementation Coordinator.
4. Participate in the CSPV on-site process evaluation visit. If necessary, assist CSPV in scheduling meetings with other key personnel (i.e., principals, teachers, and other LST staff).
5. As teachers finish LST cycles, remind them to complete the online Teacher Feedback Survey.
6. Following conclusion of LST for the year, complete an online survey detailing the macro-level issues involved with implementation.

Capacity Building and Sustainability

1. Integrate additional LST teacher trainings into the professional development calendar, if desired by the district.
2. Align LST lessons to the educational standards of the district or state, if this work is desired by the district.
3. Align LST goals with the larger student achievement and school improvement work in the school and district.
4. Complete a brief telephone survey one and two years beyond grant conclusion to assess the degree to which the site has sustained the LST program.

If you have any questions about the program or the initiative, please contact Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu.



LifeSkills Training High School Program LST CLASSROOM OBSERVER FACT SHEET

The Center for the Study and Prevention of Violence (CSPV) is seeking applicants for a short-term, part-time, contractual position to evaluate the implementation of a school-based social-emotional learning and substance use and violence prevention program.

About the Program

The Botvin *LifeSkills Training* (LST) High School program is a primary prevention program that targets adolescents who have not yet developed drug abuse problems. The goal of the program is to increase social-emotional skills and to prevent substance use (tobacco, alcohol, and marijuana) and other risky behaviors by providing students with knowledge and skills to resist peer and media pressure to smoke, drink, or use drugs; develop a positive self-image; build healthy relationships; and make responsible decisions and effectively solve problems. This single-year curriculum, composed of 10 sessions, will be delivered in high schools and offered to **all** students in grade 9 during the fall.

Requirements

The observer must attend the initial teacher training, typically held at the participating site. During the training, the observer will become familiar with the structure, content, and goals of the LST program. This full-day workshop is conducted by a certified LST trainer. Built into the LST workshop is a period devoted to training the observer on CSPV protocols and completion and submission of all required observation forms.

The observer will receive an implementation schedule from the participating school district detailing the number of schools, classes, teachers, and students involved in LST. Students should receive LST lessons at least once per week, though LST may be taught up to five times per week as a condensed or minicourse. Therefore, with 10 sessions, a given implementation cycle may span two weeks to approximately 2 ½ months. The observer will visit each LST teacher three times over the course of the program to monitor the implementation process. For sites that have many LST teachers, the observer may share these duties with additional observers.

In addition to attending LST sessions, the observer will be responsible for completing and submitting the required observation forms, which detail what occurred in the classroom and how fully the teacher implemented the program. Observers are expected to maintain close contact with participating schools and teachers to ensure that the implementation schedule is correct (e.g., classes have not been canceled or re-arranged) and must be able to alter their schedules when last-minute scheduling changes arise. Observers also are expected to remain in contact with CSPV Implementation Coordinators, keeping them informed of all schedule changes, major implementation obstacles, LST teacher turnover, or problems that interfere with their own availability.

Periodically (usually during the site visit), the CSPV Implementation Coordinator will observe an LST lesson along with the Classroom Observer, with both individuals completing observation checklists for the lesson. The Implementation Coordinator will compare his/her completed checklist to the checklist completed by the Classroom Observer and discuss with the observer areas of agreement and any discrepancies. Both sets of completed reliability checklists will be retained by the Implementation Coordinator, as originally completed (no changes are allowed to be made on the forms during or following discussion of the forms). These forms will serve as an important measure of inter-rater reliability (consistency and accuracy).

In addition to observation checklists, the Classroom Observer will be required to complete and submit an Observer Feedback Survey at the end of the year. This brief survey asks the observer to provide detailed information about overall program implementation.

Who May Apply

This position will vary in its time commitment (e.g., the observer may work 5 hours one week and 10 the next; or may work daily for three weeks or weekly for three months), depending on the number of participating teachers in the district and their implementation schedule(s). As a result, applicants must have a flexible schedule and be available for the duration of the LST program, regardless of whether it spans two weeks or three months. Because some districts are likely to have multiple schools that begin LST implementation at different times throughout the school year, it is also possible for some observers to have enough work to sustain them throughout a school year. Likely candidates include retired school teachers or administrators, self-employed individuals, homemakers, university students, etc. Because CSPV desires that observers maintain an objective, neutral position, individuals with very close ties to the participating instructors most likely will not be accepted. Applicants with full-time jobs or who are considering seeking full-time jobs should not apply, as the observer position requires much flexibility and availability during the school day.

The applicant's work will be monitored to assure that all required observations are conducted. However, because the applicant will be on-site and CSPV staff will not, applicants should be motivated, independent, and conscientious contractors who are able to complete tasks without much personal and direct supervision.

Compensation

Observers will receive \$50 for each LST session they attend and \$150 for the full-day teacher training (pro-rated if training does not span the full day). Training also will include time with the CSPV Implementation Coordinator to receive instruction in the observation checklists and protocols for conducting and submitting classroom observations. This training can usually be completed immediately after the teacher training ends, but, in some cases, may occur on a separate day. Payment for training will not be submitted until observers complete all observations. If only a portion of planned observations are completed, training pay may be pro-rated. Classroom Observers will be reimbursed for postage if checklists are sent by mail, but will not be reimbursed for phone calls, mileage, or other miscellaneous expenses, such as cancelled or rescheduled LST lessons. These expenses have been calculated into the \$50 payment for completed observations.

For more information regarding this position, please contact Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu.