

Administrative policies & materials

- Utilize the [*III-11 Administrative Resource to Adopt, Implement, and Sustain an Early Childhood Social Emotional Curriculum Program-Wide*](#) in the [*PEDALS Toolkit*](#)
- Revise policies and procedures to include curriculum/social emotional development and ASQ:SE or DECA
- Revise job descriptions and staff handbook
- Mandate curriculum lesson activities in daily lesson plans
- Include curriculum implementation and/or social emotional support in classroom observations and staff evaluations
- For Head Start collaborations, explore alignment of curriculum with standards/regulations/center goals (see [*Head Start Alignment*](#) for alignment of Second Step with Head Start performance standards)
- Develop a written plan for sustaining curriculum and other PEDALS activities

Curriculum/social emotional training & mentoring

- Develop procedures to ensure all teachers, staff, and aides receive training on curriculum and ASQ:SE or DECA. This might include:
 - Identifying a Second Step champion or mentor who trains and/or mentors new staff.
 - Utilize Second Step training slides and materials (see [*Second Step staff training kit*](#) must log in to [*Second Step website*](#))
- Include curriculum/social emotional topics as a standing agenda at staff meetings. This is an opportunity for staff to discuss successes from the previous month, brainstorm around barriers, or for a staff member to present on a particular Second Step/social emotional topic, etc.

Spread curriculum & social emotional activities

- Spread Second Step to additional classrooms
- Implement Second Step (as appropriate) or aspects/strategies from curriculum in toddler rooms

Resources

- Ensure teachers, administrators, staff, and aides have adequate time for curriculum training, sharing, professional development, and ASQ:SE or DECA training
- Estimate amount and set aside money for replacing curriculum materials as needed

Leadership

- Read and utilize the ideas in [*Leadership in Action: How Effective Directors Get Things Done by Paula Jorde Bloom, a book that is part of The Director's Toolbox Series*](#)
- Share data, successes, and needs regularly with leadership (CEO/ Board/ Parent Council/etc.)
- Ensure the administrator is regularly reviewing implementation of curriculum in the classroom (lesson plans, observations, performance appraisals, etc.)

Data collection & use

- Ensure a process for continued tracking of Second Step implementation and behavior data

- Share data, successes, challenges, and needs with leadership, staff, families, the community, and others
- Staff share and discuss data
- Utilize data for communication and marketing purposes (see "Marketing & sharing information" below)

Marketing & sharing information

- Utilize reports for marketing on website
- Include flyer that outlines curriculum on website
- Include curriculum information in parent materials/parent handbook
- Include curriculum/social emotional concepts in newsletters and social media
- Include curriculum/social emotional concepts in parent nights, home visits
- Send an article/press release to your local newspaper

Note: above are some of the successful ideas PEDALS programs have implemented, but this list is not meant to be comprehensive