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| **High Quality Professional Learning Indicator Checklist** | |
| **Planning** |  |
| 1. Determines clearly articulated goals and objectives, and identifies one or more of the following as purposes for PL:    * Building Knowledge/Awareness    * Develop Skills    * Transforming Practice    * Challenging Attitudes/Beliefs   If the intent is Skill Development, identifies which of the following area(s) will be targeted:   * + Accuracy   + Fluency   + Generalization   + Adaptation | ☐ |
| 2. Outlines the scope and sequence of PL (e.g., schedule of trainings, modules, coaching sessions) | ☐ |
| 3. Ensures all goals, objectives, agendas, materials, tools, and other PL resources are prepared and available to participants in advance | ☐ |
| 4. Assesses needs of primary audience to ensure connection of content to participants’ context (e.g., community, school, district, state) and needs | ☐ |
| 1. Aligns PL with district/school standards and plans (including the following as appropriate):    * State Standards    * PD Protocol Standards:    District, School, and Individual Professional Development Plans (IPDP)   * + MTSS/Systems Change Plans   + Yearly Implementation Plan for PBS   + Best Practices for Inclusive Education (BPIE)   + District Level Plans, such as DIAP o School Level Plans, such as SIP o Individual Leadership Plan | ☐ |
| 1. Aligns PL with relevant national and State-­‐specific standards for professional practice (including the following as appropriate):    * National Learning Forward Standards    * Relevant Student Support Services Standards | ☐ |
| 7. Incorporates pre-­‐event activities (e.g., readings, online webinars, modules, guiding questions) prior to PL event to build foundational knowledge and skills required during day-­‐of activities, as appropriate | ☐ |
| 8. Plans for the summative and formative evaluation of PL outcomes | ☐ |
| **Leadership Support** |  |
| 9. Works with leadership to ensure system allows for sufficient time for participants to collaboratively reflect, discuss, and share strategies and difficulties in implementing new information | ☐ |
| 10. Works with leadership to develop an atmosphere of support for practice that is non-­‐ threatening, allowing for experimentation and risk-­‐taking | ☐ |
| 11. Assists leadership in prioritizing, monitoring, and coordinating resources (human, fiscal, material, technology, time) to support professional learning efforts of participants | ☐ |
| 12. Works with leadership to demonstrate commitment to district’s/school’s priorities for staff | ☐ |

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| development by providing appropriate job-­‐embedded training opportunities |  |
| 13. Works with leadership to support the goals of the PL plan with differentiated job-­‐embedded professional learning activities | ☐ |
| 14. Works with leadership to help model and encourage the use of practices and procedures that align with the district’s vision, goals, policies, and regulations | ☐ |
| **Establishing Readiness to Learn** |  |
| 15. Reviews agenda at the beginning of the event | ☐ |
| 16. Reviews pre-­‐event activities and materials, as appropriate | ☐ |
| 17. Frames PL goals, content, and material within context of systems change and prior PL activities | ☐ |
| 18. Ensures participants’ understanding of the purpose of the PL | ☐ |
| 19. Conveys how components of the PL are useful and/or relevant to participants’ current assignments/responsibilities | ☐ |
| 20. Surveys participants’ professional learning needs, goals, and motivation to learn | ☐ |
| 21. Emphasizes the overarching goal of PL for improving student outcomes | ☐ |
| 22. Fosters a professional climate promoting openness, collaboration, mutual respect, and support | ☐ |
| 23. Creates a positive, safe environment for participants to take learning risks and be open to feedback | ☐ |
| **Delivery** |  |
| *Learning Designs* |  |
| 24. Applies evidence-­‐based learning theory, research, and models | ☐ |
| 25. Uses an evidence-­‐based transfer of training approach (e.g., Joyce & Showers, 2002) appropriate for given outcome (Knowledge, Dispositions, Skills, Practice/Transfer of Training) | ☐ |
| 26. Utilizes a combination of traditional (face-­‐to-­‐face) and computer-­‐mediated (online/technology) instructional approaches, when appropriate | ☐ |
| 27. Develops content addressing cultural and linguistic diversity | ☐ |
| 28. Adapts delivery of content during PL session, based on formative information gathered from participants’ performance and demonstrations of learning | ☐ |
| 29. Identifies and collaborates with participant leaders to transfer ownership of professional learning utilizing a gradual release of responsibility model over time, when appropriate | ☐ |
| 30. Implements various learning methods and activities (e.g., icebreakers, games, brainstorming, discussion leading, case study, lecture, role-­‐play or simulation, audiovisual aids, etc.) | ☐ |
| 31. Adapts agenda to meet time constraints (i.e., ensuring most important content is addressed before end of event) |  |
| *Engagement* |  |
| 32. Delivery is predominantly interactive and collaborative | ☐ |
| 33. Supports and encourages participants to actively engage in the PL | ☐ |
| 34. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept) when reflecting on learning | ☐ |
| 35. Includes opportunities for participants to leave with plans of action, as appropriate | ☐ |
| 36. Provides opportunities for participants to engage in problem-­‐solving (fully engaging participants as active learners, questioners, and problem-­‐solvers) | ☐ |
| *Transfer of Training* |  |
| Theory |  |
| 37. Provides clear explanations and rationale for research-­‐based strategies, through | ☐ |

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| discussions, readings, lectures as necessary for an understanding of the concepts behind a skill, strategy, and/or knowledge piece and the principles that govern its use |  |
| 38. Uses research to create and implement activities suitable for individuals, small groups, and/or large groups, as appropriate | ☐ |
| 39. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers) | ☐ |
| Demonstration |  |
| 40. Provides examples, demonstrations, and/or illustrations of the content/practice live in the training situation, in situations that simulate the workplace, and/or mediated through video and other technology | ☐ |
| 41. Illustrates the use or applicability of the material, knowledge, skill, and/or practice for the participant | ☐ |
| Practice |  |
| 42. Provides practice of the skill in simulated conditions (the more closely the training setting approximates the workplace, the more transfer is facilitated) | ☐ |
| Feedback |  |
| 43. Provides real-­‐time feedback on implementation quality and fidelity of new content | ☐ |
| Job-­‐Embedded Coaching/Follow-­‐Up |  |
| 44. Utilizes evidence-­‐based job-­‐embedded strategies such as peer support/study groups, mentoring, coaching, action research, learning communities, observation, case discussions, portfolio review, etc. | ☐ |
| 45. Provides regular and on-­‐going dissemination of information through a wide variety of formal and informal communication techniques (i.e., newsletters, meetings, daily discussions and conversations among staff) | ☐ |
| 46. Materials/resources/tools are continuously accessible and available to support additional learning (i.e., practice opportunities, rubrics, innovation configurations) | ☐ |
| 47. Supports and encourages participants to apply new knowledge and skills in the workplace and implement evidence-­‐based practices | ☐ |
| 48. Uses differentiated coaching strategies to provide instructional support participants | ☐ |
| 49. Provides web-­‐based resources and assistance as appropriate to support implementation and sustainability of professional learning | ☐ |
| 50. Provides follow up materials, resources, and technical assistance as needed | ☐ |
| **Evaluation** |  |
| 51. Evaluation is aligned with purpose of the PL | ☐ |
| 52. Evaluation includes backwards planning approaches, starting with outcome goals | ☐ |
| 53. Develops and implements an evaluation plan utilizing a wide variety of strategies and tools to gather information from all participants (examples include, but are not limited to: surveys, focus groups, interviews, data gathered through informal discussion, participant responses to guiding questions, participant reflections, skill assessments, observations, permanent product reviews) | ☐ |
| 54. A continuous process of collecting and analyzing data is evident | ☐ |
| 55. Assesses participants’ acquisition of knowledge, skills, practices, and dispositions as appropriate | ☐ |
| 56. Evaluation includes: participants’ reactions, participants’ learning, organization support and change, participants’ use of new knowledge and skills, and student learning outcomes, as appropriate | ☐ |

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| 57. Analysis of evaluation data is used to determine ongoing PL needs and effectiveness | ☐ |
| 58. Plans, strategies, and decisions about PL and redesign are based on the analysis of data | ☐ |
| 59. PL provider reflects on own strengths and weaknesses, and modifies activities accordingly (e.g., revises training methods, alters feedback methods, attends conferences and other PL events to enhance own delivery of PL) | ☐ |

**Adapted From:** Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). Observation Checklist for High-­‐Quality Professional Development in Education. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

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