

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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Accuracy ○ Fluency ○ Generalization ○ Adaptation 	<input type="checkbox"/>
2. Outlines the scope and sequence of PL (e.g., schedule of trainings, modules, coaching sessions)	<input type="checkbox"/>
3. Ensures all goals, objectives, agendas, materials, tools, and other PL resources are prepared and available to participants in advance	<input type="checkbox"/>
4. Assesses needs of primary audience to ensure connection of content to participants' context (e.g., community, school, district, state) and needs	<input type="checkbox"/>
5. Aligns PL with district/school standards and plans (including the following as appropriate): <ul style="list-style-type: none"> ○ Florida State Standards ○ Florida PD Protocol Standards: <ul style="list-style-type: none"> ▪ 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 ○ School Level Plans, such as SIP ○ Individual Leadership Plan 	<input type="checkbox"/>
6. Aligns PL with relevant national and Florida-specific standards for professional practice (including the following as appropriate): <ul style="list-style-type: none"> ○ Florida Educator Accomplished Practices (FEAPs) ○ Florida Principal Leadership Standards (FPLS) ○ National Learning Forward Standards ○ Relevant Student Support Services Standards 	<input type="checkbox"/>
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	<input type="checkbox"/>
8. Plans for the summative and formative evaluation of PL outcomes	<input type="checkbox"/>
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	<input type="checkbox"/>
10. Works with leadership to develop an atmosphere of support for practice that is non-threatening, allowing for experimentation and risk-taking	<input type="checkbox"/>
11. Assists leadership in prioritizing, monitoring, and coordinating resources (human, fiscal, material, technology, time) to support professional learning efforts of participants	<input type="checkbox"/>
12. Works with leadership to demonstrate commitment to district's/school's priorities for staff	<input type="checkbox"/>

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

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	<input type="checkbox"/>
39. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	<input type="checkbox"/>
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	<input type="checkbox"/>
41. Illustrates the use or applicability of the material, knowledge, skill, and/or practice for the participant	<input type="checkbox"/>
Practice	
42. Provides practice of the skill in simulated conditions (the more closely the training setting approximates the workplace, the more transfer is facilitated)	<input type="checkbox"/>
Feedback	
43. Provides real-time feedback on implementation quality and fidelity of new content	<input type="checkbox"/>
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.	<input type="checkbox"/>
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)	<input type="checkbox"/>
46. Materials/resources/tools are continuously accessible and available to support additional learning (i.e., practice opportunities, rubrics, innovation configurations)	<input type="checkbox"/>
47. Supports and encourages participants to apply new knowledge and skills in the workplace and implement evidence-based practices	<input type="checkbox"/>
48. Uses differentiated coaching strategies to provide instructional support participants	<input type="checkbox"/>
49. Provides web-based resources and assistance as appropriate to support implementation and sustainability of professional learning	<input type="checkbox"/>
50. Provides follow up materials, resources, and technical assistance as needed	<input type="checkbox"/>
Evaluation	
51. Evaluation is aligned with purpose of the PL	<input type="checkbox"/>
52. Evaluation includes backwards planning approaches, starting with outcome goals	<input type="checkbox"/>
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)	<input type="checkbox"/>
54. A continuous process of collecting and analyzing data is evident	<input type="checkbox"/>
55. Assesses participants' acquisition of knowledge, skills, practices, and dispositions as appropriate	<input type="checkbox"/>
56. Evaluation includes: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes, as appropriate	<input type="checkbox"/>

57. Analysis of evaluation data is used to determine ongoing PL needs and effectiveness	<input type="checkbox"/>
58. Plans, strategies, and decisions about PL and redesign are based on the analysis of data	<input type="checkbox"/>
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)	<input type="checkbox"/>

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.

Additional References:

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- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*, 381-391.
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