High Quality Professional Learning (PL) Indicator Checklist

PL Provider(s): _____

Topics/Areas of Focus: _____

Date(s): _____ Location(s): _____

Observer/Coach (if applicable): _____

The *High Quality Professional Learning (PL) Indicator Checklist* is comprised of evidence-based indicators reflective of high quality professional learning. The purpose of this tool is to facilitate the design, delivery, and evaluation of high-quality professional learning experiences for educators at the state, district, school, and small-group levels. For more information on how to use this tool, please see the *High Quality Professional Learning Checklist Companion Guide.*

Instructions: For each indicator listed below, please check the corresponding "Present" box if it was evident during the professional learning experience, and provide a brief description of the indicator's "Evidence" during the process. Leave it blank if the indicator was absent though applicable for the professional learning experience. Check "NA" if the indicator was not appropriate for this particular situation, and briefly describe why its application was inappropriate or otherwise unnecessary under "Evidence." Finally, provide any relevant summary and reflection information following each domain.

Words or phrases in **bold** are defined in the *Glossary of Terms*, an asterisk (*) indicates items that are further clarified or expanded upon in the *High Quality Professional Learning Checklist Companion Guide.*

Planning: *The Planning domain outlines elements to consider when conceptualizing and preparing for professional learning activities prior to implementing a training, technical assistance, or coaching support session, or an ongoing series of such activities.*	Present?	N/A
The professional learning provider… 1a. Determines clearly articulated goals and objectives, and identifies one or more of the following as a purpose for PL: ○ Challenging Attitudes/Beliefs ○ Building Knowledge/Awareness ○ Developing Skills ○ Transforming Practice	☐	☐
1b. If the intent is "Developing Skills," identifies which of the following area(s) will be targeted: ○ **Acquisition** ○ **Fluency** ○ **Generalization** ○ **Adaptation**	☐	☐
Evidence/Example:		

2. Outlines the scope and sequence of PL (e.g., schedule of trainings, modules, coaching sessions)	☐	☐
Evidence/Example:		
3. Ensures all goals, objectives, agendas, materials, tools, and other PL resources are prepared and available to participants in advance	☐	☐
Evidence/Example:		
4. *Assesses needs of primary audience to ensure connection of content to participants' needs and context (e.g., community, school, district, state)	☐	☐
Evidence/Example:		
5. Aligns PL with district/school standards and plans, as well as national and Florida-specific professional practice standards and statutes (including the following, as appropriate): *Plans* • MTSS/Systems Change Plans • Yearly Implementation PBIS Plans • Best Practices for Inclusive Education (BPIE) • District Improvement & Assistance Plans (DIAP) • School Improvement Plans (SIP) *Standards* • National Learning Forward Standards • FL State Standards • FL PD Protocol Standards • Florida Educator Accomplished Practices (FEAPs) • FL Principal Leadership Standards (FPLS) • Relevant Student Support Services Standards	☐	☐
Evidence/Example:		
6. Incorporates pre-event activities (e.g., readings, online webinars, modules, guiding questions) to build foundational knowledge and skills required during day-of activities	☐	☐
Evidence/Example:		
7. *Plans for the summative and formative evaluation of PL outcomes	☐	☐
Evidence/Example:		
Planning Domain Summary & Reflections:		

Leadership Support: *The Leadership domain outlines elements to consider when collaborating with state-, district-, and school-level leadership to collaboratively build capacity, advocate, and create support systems for continued professional learning among targeted stakeholders.*	Present?	N/A
The professional learning provider… 8. Works with district/school leadership to ensure sufficient time for participants to collaboratively reflect, follow-up, discuss barriers, and share strategies in implementing new information	☐	☐
Evidence/Example:		

9. Works with district/school leadership to develop an atmosphere of support for practice that is non-threatening, allowing for experimentation and risk-taking	☐	☐
Evidence/Example:		
10. Assists district/school leadership in prioritizing, monitoring, and coordinating resources (human, fiscal, material, technology, time) to support PL efforts of participants	☐	☐
Evidence/Example:		
11. Identifies and collaborates with targeted participants to transfer leadership for and ownership of the professional learning plan utilizing a **gradual release of responsibility model** over time	☐	☐
Evidence/Example:		
12. Collaborates with district/school leadership to model and encourage the use of practices and procedures that align with the district's vision, goals, policies, and regulations	☐	☐
Evidence/Example:		
Leadership Domain Summary & Reflections:		

Establishing Readiness to Learn: *The Establishing Readiness to Learn domain outlines elements to consider at the beginning of a training, technical assistance, or coaching session to engage and prepare participants for the professional learning experience, prior to delivery of main content.*	Present?	N/A
The professional learning provider… 13. Reviews PL agenda, norms, materials, logistics, and handouts at the beginning of the event	☐	☐
Evidence/Example:		
14. Reviews pre-event activities and materials, as appropriate	☐	☐
Evidence/Example:		
15. *Frames PL purpose, goals, content, and material within context of systems change and prior PL activities	☐	☐
Evidence/Example:		
16. Conveys how components of the PL are relevant to participants' current assignments/responsibilities	☐	☐
Evidence/Example:		
17. Emphasizes that the overarching goal of PL is to improve student outcomes	☐	☐
Evidence/Example:		
18. Creates a positive, safe environment for participants to collaborate, take learning risks, and be open to feedback	☐	☐
Evidence/Example:		

19. Surveys participants' professional learning needs, goals, and motivation to learn prior to engaging in delivery of content (e.g., guiding questions, review of pre-event materials, skill assessments, beliefs surveys, discussions)	☐	☐
Evidence/Example:		
Establishing Readiness to Learn Domain Summary & Reflections:		

Delivery: *The Delivery domain outlines elements to consider when providing professional learning to participants to ensure the content and activities are theoretically sound, evidence-based, and adhere to best-practices in adult learning techniques.*	Present?	N/A
Learning Designs		
The professional learning provider… 20. Uses an evidence-based **transfer of training** approach appropriate for desired outcome (i.e., knowledge/awareness, attitudes/beliefs, skills, practice)	☐	☐
Evidence/Example:		
21. Utilizes a combination of traditional (face-to-face) and **technology-mediated instruction**	☐	☐
Evidence/Example:		
22. Develops content that is linguistically and **culturally sensitive** to participants' diverse needs	☐	☐
Evidence/Example:		
23. Adapts delivery of content based on formative information gathered from participants' performance and demonstrations of learning	☐	☐
Evidence/Example:		
24. Implements a variety of learning and engagement activities (e.g., icebreakers, games, brainstorming, discussion, case study, lecture, role-play, simulation, audiovisual aids, etc.)	☐	☐
Evidence/Example:		
25. Flexibly adapts agenda to meet time constraints and ongoing participants' needs (i.e., ensuring most important content is addressed before closing)	☐	☐
Evidence/Example:		
Engagement		
26. Supports and encourages participants' individual processing as well as active collaboration	☐	☐
Evidence/Example:		
27. Provides opportunities for participants to engage in critical thinking (fully engaging participants as active learners, questioners, and problem-solvers)	☐	☐
Evidence/Example:		

28. Includes opportunities for participants to leave with plans of action, as appropriate	☐	☐
Evidence/Example:		
Transfer of Training		
Theory		
29. Includes the empirical research foundation and rationale (e.g., citations, verbal references to literature, key researchers) necessary for an understanding of the concepts behind a skill, strategy, and/or knowledge piece	☐	☐
Evidence/Example:		
Demonstration		
30. Exhibits the use or applicability of material, knowledge, skill and/or practice by providing examples, demonstrations, and/or illustrations in the PL situation, in situations that simulate the workplace, and/or mediated through video and other technology (e.g., role-plays, videos, simulations, etc.)	☐	☐
Evidence/Example:		
Practice		
31. Provides practice of the skill in **simulated conditions**	☐	☐
Evidence/Example:		
Feedback		
32. Provides immediate **feedback** on implementation quality and fidelity of new content	☐	☐
Evidence/Example:		
Job-Embedded Coaching/Follow-Up		
33. Supports and encourages participants to apply new knowledge and skills in the workplace and implement evidence-based practices	☐	☐
Evidence/Example:		
34. Provides regular and ongoing dissemination of information through a wide variety of formal and informal communication techniques (e.g., newsletters, meetings, daily discussions, conversations among staff)	☐	☐
Evidence/Example:		
35. Materials/resources/tools are continuously available and accessible to support additional learning (e.g., practice opportunities, rubrics, innovation configurations)	☐	☐
Evidence/Example:		
36. Utilizes evidence-based **job-embedded** follow-up strategies to provide ongoing instructional support to sustain PL	☐	☐
Evidence/Example:		
Delivery Domain Summary & Reflections:		

Evaluation: *The Evaluation domain includes elements to consider when collecting, analyzing, and utilizing data to monitor the quality and effectiveness of stakeholder professional learning, and to inform the improvement of practices over time.*	Present?	N/A
The professional learning provider… 37. Evaluation is aligned with purpose of PL	☐	☐
Evidence/Example:		
38. *Develops and implements an evaluation plan utilizing a wide variety of strategies and tools to gather information from all participants	☐	☐
Evidence/Example:		
39. Utilizes a continuous process of collecting and analyzing data	☐	☐
Evidence/Example:		
40. Assesses participants' acquisition of knowledge, skills, practices, and/or beliefs/dispositions	☐	☐
Evidence/Example:		
41. Analyzes evaluation data to determine ongoing PL needs, effectiveness, and redesign	☐	☐
Evidence/Example:		
42. 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)	☐	☐
Evidence/Example:		
Evaluation Domain Summary & Reflections:		

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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