**Observation Checklist for**

**High-Quality Professional Development Training**

The *Observation Checklist for High Quality Professional Development* was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to professional development training provider peers. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training that includes 80% or more of these indicators can be considered to be of high quality.

|  |
| --- |
| **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| **The professional development provider:** | **Observed?** | |
| --- | --- | --- |
| **Yes** | **No** |
| **Preparation** | | |
| 1. Provides a description of the training with learning objectives prior to training |  |  |
| **Evidence or example:** | | |
| 1. Provides readings, activities, and/or questions to think about prior to the training |  |  |
| **Evidence or example:** | | |
| **Introduction** | | |
| 1. Provides an agenda before or at the beginning of the training |  |  |
| **Evidence or example:** | | |
| 1. Connects content to participants’ context (e.g., community, school, district) |  |  |
| **Evidence or example:** | | |
| 1. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers) |  |  |
| **Evidence or example:** | | |
| 1. Engages the participant in a preview of the content (e.g., material, knowledge, practice) |  |  |
| **Evidence or example:** | | |
| 1. Builds on or relates to participants’ previous professional development |  |  |
| **Evidence or example:** | | |
| 1. Aligns with school/district/state standards or goals |  |  |
| **Evidence or example:** | | |
| 1. Emphasizes improving student learning outcomes |  |  |
| **Evidence or example:** | | |
| **Demonstration** | | |
| 1. Builds shared vocabulary required to implement and sustain the practice |  |  |
| **Evidence or example:** | | |
| 1. Provides examples, demonstrates, or otherwise illustrates the content/practice |  |  |
| **Evidence or example:** | | |
| 1. Illustrates the use or applicability of the material, knowledge or practice for the participant |  |  |
| **Evidence or example:** | | |
| **Engagement** | | |
| 1. Includes opportunities for participants to practice and/or rehearse new skills |  |  |
| **Evidence or example:** | | |
| 1. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept) |  |  |
| **Evidence or example:** | | |
| 1. Includes opportunities for participants to interact with each other related to training content |  |  |
| **Evidence or example:** | | |
| 1. Adheres to agenda and time constraints |  |  |
| **Evidence or example:** | | |
| **Evaluation** | | |
| 1. Includes opportunities for participants to reflect on learning |  |  |
| **Evidence or example:** | | |
| 1. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice |  |  |
| **Evidence or example:** | | |
| 1. Engages participants in assessment of his or her acquisition of knowledge and skills |  |  |
| **Evidence or example:** | | |
| **Mastery** | | |
| 1. Includes follow-up activities that require participants to apply their learning in a new setting or context |  |  |
| **Evidence or example:** | | |
| 1. Provides continued feedback through technical assistance and resources |  |  |
| **Evidence or example:** | | |
| 1. Includes coaching to improve fidelity of implementation |  |  |
| **Evidence or example:** | | |

**References**

Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources (Research and Policy Brief). Retrieved from National Comprehensive Center for Teacher Quality website: http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf

Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011, February). *Evidence-based professional development.*  Presented at the 2011 State Personnel Development Grants Regional Meeting, Washington, DC.

Dunst, C. J., & Trivette, C. M. (2009). Let’s be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164-176.

Hunzicker, J. (2010). Characteristics of effective professional development: A checklist. Unpublished manuscript, Department of Teacher Education, Bradley University, Peoria, Illinois.

Knoff, H. M. (2011). Arkansas SPDG research-based professional development: Evaluation form. Unpublished instrument.

Trivette, C. M., Dunst, C. J., Hamby, D.W., & O’Herin, C. E. (2009). [Characteristics and consequences of adult learning methods and strategies](http://signetwork.org/content_page_assets/content_page_66/adult%20learning%20Trivette%20and%20Dunst.pdf) (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.