



High Quality Professional Development Checklist

March 2025, Version 1

The High-Quality Professional Development (HQPD) Checklist was designed to be used for the creation and evaluation of training. As an evaluator, these data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development (PD).

For trainers, the checklist represents a compilation of indicators, identified through a review of relevant research, that promote learning and implementation of evidence-based practices. Please note that items can be considered throughout multiple sections of this document.

Need to Know	PD Details
Date of PD	
Торіс	
Observer	
Location	
Presenters	
Date of PD Review	

Context

Preparing for Learning

	Indicator	Observed?	Evidence
1.	Provides a description of the learning objectives prior to training.		
2.	Prepares participants to engage in the content by assigning readings, activities, and/or questions to think about prior to the training (consider diverse learning needs).		
3.	Provides an agenda before or at the beginning of the training that outlines the schedule of topics to be presented, times, and breaks.		
4.	Ensures participants have equitable access to training and materials (e.g., wheelchair access, closed captioning, interpreters, etc.).		



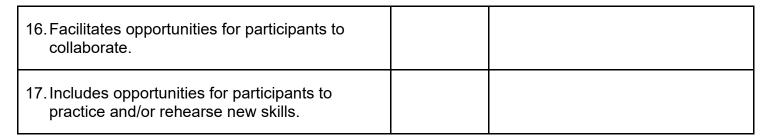


Setting the Stage for Learning

	Indicator	Observed?	Evidence
5.	Quickly establishes (or re-established) rapport and professional expertise.		
6.	Connects the material, knowledge, or practice to participants' context (e.g., size of district, community needs and resources).		
7.	Summarizes the evidence base for the content (e.g., citations, verbal references to research).		
8.	Emphasizes why the content is valuable including how it aligns with school/district/state/federal standards or goals.		
9.	Demonstrates how the topic leads to improved outcomes (e.g., increased student achievement, educator well-being, staff skills).		
10	.Builds shared vocabulary required to implement and sustain practice (e.g., acronyms, definitions).		

Engages in Learning

Indicator	Observed?	Evidence
11. Provides model examples of the content in practice (e.g., case study, vignette), connected to participants' context.		
12.Builds on or related to participants' prior learning.		
13. Engage participants in <u>higher-order thinking</u> (e.g., more than just memorizing facts) to learn each critical concept.		
14. Prompts each participant to relate the content to their context.		
15. Facilitates multiple opportunities to check for participants' understanding.		



Reflection on Learning

Indicator	Observed?	Evidence
18. Provides constructive feedback within practice opportunities to improve skills.		
19. Engages each participant in reflecting on knowledge/skill acquisition.		
20. Facilitates opportunities for participants to reflect on how the new learning will influence their practice.		

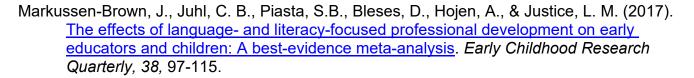
Transferring Learning to Practice

Indicator	Observed?	Evidence
21. Provides opportunity for participants to later demonstrate transfer of learning to practice (e.g., future training, follow up surveys, observations of implementation).		
22. Ensures that participants leave with detailed action steps to apply and continuously improve their learning through reflection.		
23. Provides resources (e.g., websites, podcasts, links, handouts, recording of the training) for continued application of learning.		
24. Establishes a process for maintaining coaching communication to support continued application of learning.		

References

- Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). <u>High-quality professional development for all teachers: Effectively allocating resources</u>. Research & policy brief (ED520732). ERIC.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). <u>Effective teacher professional development</u>. Learning Policy Institute.
- Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011, February). Evidence-based professional development [Keynote]. State Personnel Development Grants Regional Meeting, Washington, D.C.
- Dunst, C. J., & Trivette, C. M. (2009). <u>Let's be PALS: An evidence-based approach to professional development</u>. *Infants & Young Children*, 22(3), 164-176.
- Gaumer Erickson, A. S., Noonan, P. M., Brussow, J., & Supon Carter, K. (2016). <u>Measuring the quality of professional development training</u>. *Professional Development in Education.*
- Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). <u>Observation Checklist for High-Quality Professional Development [Version 3]</u>. Center for Research on Learning, University of Kansas.
- Guskey, T. R. (2000). Evaluating professional development. Corwin.
- Guskey, T.R. & Yoon, K. S. (2009). What works in professional development? Phi Delta Kappan, 90(7), 495-500.
- Hunzicker, J. (2010). <u>Characteristics of effective professional development: A checklist</u>. (ED510366). ERIC.
- Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Association for Supervision and Curriculum Development.
- Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. *Cambridge*.
- Knoff, H. M. (2011). Arkansas SPDG (State Personnel Development Grants) research-based professional development: Evaluation form. [Unpublished instrument].
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). <u>The effect of teacher coaching on instruction and achievement: A meta-analysis of the</u> <u>causal evidence</u>. *Review of Educational Research, 88*(4), 547-588.

Learning Forward. (2011). <u>Standards for professional learning</u>.



- National Research Council. (1999). How people learn: Bridging research and practice. The National Academies Press.
- Noonan, P. M., Gaumer Erickson, A. S., Brussow, J., & Langham, A. (2015). <u>Observation</u> <u>checklist for high-quality professional development in education [2nd ed.]</u>. Center for Research on Learning, University of Kansas.
- Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). <u>Characteristics and consequences of adult learning methods and strategies</u>. Practical evaluation reports, volume 2, number 1 (ED565253). ERIC.

University of Connecticut. (2022). Critical thinking and higher-order thinking skills.

Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). <u>Professional development in the United States: Trends and challenges</u>. (ED536360). ERIC.

This professional development checklist was developed and adapted from the University of Kansas High-Quality Professional Development Checklist and NIRN-SISEP Observation Checklist for High – Quality Professional Development version 3.0