Critical Components of Effective Professional Development

Have you put the systems in place to ensure effective PD?

Are the right people receiving the PD?
- Have you selected cohorts of personnel to be trained based on differentiation and readiness?
- Is the administration trained to support the PD?

Have you allocated resources for the effective and sustainable delivery of PD?
- Are there resources to sustain additional PD if needed?
- Do you have resources to support a COMTSS Implementation Team (CIT)?
- Are there resources to deliver High-Quality Professional Development (HQPD)?
- Do you have resources for ongoing technical assistance and coaching?
- Do you have resources for data systems to evaluate PD?

Do you have a system to ensure the delivery of High-Quality Professional Development (HQPD)?
- Is there process to select qualified trainers to deliver HQPD?
- Do you have a system to collect data and analyze the effectiveness of the trainers?

Do you have resources to provide ongoing Technical Assistance (TA) or coaching?
- Have you assigned coaches to continue assistance around the PD?
- Do the coaches understand their responsibilities or have a job description?
- Are there specific dates assigned to review coaching effectiveness data?

Are you assessing the effectiveness of the PD?

Are you assessing the delivery of High-Quality Professional Development (HQPD) guidelines?
- Do the trainers understand and agree to use HQPD?
- Will the CIT review the training to ensure HQPD is delivered?

Are you assessing participant reactions to the PD?
- Was the trainer good?
- Were the materials supportive?
- Were facilities and equipment conducive to learning?
- Were the stated session objectives met?

Are you assessing if they learned what we wanted them to know?
- Did the participants acquire the intended knowledge & skills?
- Did participants' attitudes, beliefs, or dispositions change?

Are you assessing the implementation (fidelity) of the practice?
- Do participants consistently apply the new knowledge and skills effectively?
- Are the skills taught during the PD being implemented as intended?

Are you assessing student outcomes after PD implementation?
How are students' academic, physical, or emotional well-being or behavior impacted?

Are you assessing PD impact for organizational support and change?
- Was the organization positively impacted?
- Was implementation advocated and supported?

Are you adjusting and communicating PD based on the data reviewed?
- Are you adjusting/replicating the delivery of PD based on the assessments?
- Are you supporting the implementation (fidelity) of the practice based on the data?
- Are you assessing student outcomes to make decisions about the practice?
- Are you communicating and celebrating the positive impacts of PD with stakeholders?

What to assess data for:
- Whether the PD is high quality
- Participant reaction
- Participant learning
- Implementation with fidelity
- Student outcomes
- Organizational change