

Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*¹ 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 peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date: _____	Presenter: _____
Location: _____	Observer: _____
Topic: _____	Role: _____

The professional development provider:	Observed? (Check if Yes)
Preparation	
1. Provides a description of the training with learning objectives prior to training	
Evidence or example:	
2. Provides readings, activities, and/or questions to think about prior to the training	
Evidence or example:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
Evidence or example:	
4. Quickly establishes or builds on previously established rapport with participants	
Evidence or example:	

¹ 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.

The professional development provider:	Observed? (Check if Yes)
Introduction	
5. Connects the topic to participants' context (e.g., community, school, district)	
Evidence or example:	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
Evidence or example:	
7. Content builds on or relates to participants' previous professional development	
Evidence or example:	
8. Aligns with school/district/state/federal standards or goals	
Evidence or example:	
9. Emphasizes impact of content on student learning outcomes	
Evidence or example:	
Demonstration	
10. Builds shared vocabulary required to implement and sustain the practice	
Evidence or example:	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
Evidence or example:	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
Evidence or example:	
Engagement	
13. Includes opportunities for participants to practice and/or rehearse new skills	
Evidence or example:	

The professional development provider:	Observed? (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
Evidence or example:	
15. Includes opportunities for participants to interact with each other related to training content	
Evidence or example:	
16. Adheres to agenda and time constraints	
Evidence or example:	
Evaluation	
17. Includes opportunities for participants to reflect on learning	
Evidence or example:	
18. 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:	
19. Engages participants in assessment of their acquisition of knowledge and skills	
Evidence or example:	
Mastery	
20. Details follow-up activities that require participants to apply their learning in a new setting or context	
Evidence or example:	
21. Offers opportunities for continued learning through technical assistance and resources	
Evidence or example:	
22. Describes opportunities for 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.
- National Research Council. *How People Learn: Bridging Research and Practice*. Washington, DC: The National Academies Press, 1999.
- Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.

This evaluation instrument was developed under a grant from the US Department of Education, #H323A120018. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Office of Special Education Programs.