**Checklist for High Quality Professional Development (HQPD) Training**

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| Before Training | **PREPARATION** |
| 1. Provides a description of the training with learning objectives prior to training. |
| 2. Provides readings, activities, and/or questions to think about prior to the training. |
| 3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training. |
| During Training | 4. Quickly establishes or builds on previously established rapport with participants. |
| **INTRODUCTION** |
| 5. Connects the topic to participants’ context (e.g., community, school, district). |
| 6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers). |
| 7. Content builds or relates to participants’ previous professional learning. |
| 8. Aligns with school/district/state/federal standards or goals. |
| 9. Emphasizes impact of content on student learning outcomes. |
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| 10. Builds shared vocabulary required to implement and sustain the practice |
| 11. Provides examples of the content/practice in use (e.g., case studies, vignette) |
| 12. Illustrates the applicability of the material, knowledge, or practice to the participants’ context |
| **ENGAGEMENT** |
| 13. Includes opportunities for participants to practice and/or rehearse new skills |
| 14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts) |
| 15. Includes opportunities for participants to interact with each other related to training content |
| 16. Adheres to agenda and time constraints |
| **EVALUATION** |
| 17. Includes Opportunities for participants to reflect on learning |
| 18. Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice. |
| 19. Engages participants in assessment of their acquisition of knowledge and skills |
| After Training | **MASTERY** |
| 20. Details follow-up activities that require participants to apply their learning in a new setting or context. |
| 21. Offers opportunities for continued learning through technical assistance and resources. |
| 22. Describes opportunities for coaching to improve fidelity of implementation. |

*Noonan, Langham, & Gaumer (2013)*