

## Checklist for High Quality Professional learning (HQPD) Training

Before Training	<b>PREPARATION</b>
	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.
During Training	3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
	4. Quickly establishes or builds on previously established rapport with participants.
	<b>INTRODUCTION</b>
	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
	<b>ENGAGEMENT</b>
	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
	<b>EVALUATION</b>
	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	<b>MASTERY</b>
	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, and Gaumer (2013)*

