

Observation Checklist for High-Quality Professional Development in Education

The *Observation Checklist for High Quality Professional Development* was designed to be completed by an observer to determine the level of quality for professional development, as well as to provide ongoing feedback and coaching to professional development providers. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development that includes 80% or more of these indicators can be considered to be of high quality.

The professional development provider:	Observed?		
	Yes	No	N/A
Preparation			
1. Uses previous evaluation data and pre-assessment data to develop targeted training content			
2. Provides a description of the training with learning objectives prior to training			
Introduction			
3. Provides an agenda before or at the beginning of the training			
4. Connects content to participants' context (e.g., community, school, district)			
5. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)			
6. Engages the participant in a preview of the content (e.g., material, knowledge or practice)			
7. Builds on or relates to participants' previous professional development			
8. Aligns with school/district/state standards or goals			
9. Emphasizes improving student learning outcomes			
Demonstration			
10. Builds shared vocabulary required to implement and sustain the practice			
11. Provides examples, demonstrates, or otherwise illustrates the content/practice			
12. Illustrates the use or applicability of the material, knowledge or practice for the participant			
Engagement			
13. Includes opportunities for participants to practice and/or rehearse new skills			
14. Includes opportunities for participants to share experiences and examples with each related to training content.			
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			

Adapted from: Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning,

The professional development provider:	Observed?		
	Yes	No	N/A
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			
19. Engages participants in assessment of his or her acquisition of knowledge and skills			
Mastery			
20. Includes follow-up activities that require participants to apply their learning in a new setting or context			
21. Provides continued feedback through technical assistance and resources			
22. Includes coaching to improve fidelity of implementation			

of total YES items: _____
of Total Applicable Items: _____
% Fidelity: _____
(YES items/Total Applicable Items x 100)

For any items identified as N/A, provide rationale for that choice below:

Item #	Rationale

Self-Reflection

What went well:	
What can be improved:	

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