High-Quality Professional Development Checklist
May 2022, Version 1.0

The High-Quality Professional Development (HQPD) Checklist was designed to be used for the creation and evaluation of training. As an evaluator, these data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development.

For trainers, the checklist represents a compilation of indicators, identified through a review of relevant research, that promote learning and implementation of evidence-based practices. Please note that items can be considered throughout multiple sections of this document.

Context	
Date of Professional Development (PD):	Location:
Topic:	Presenter(s):
Observer:	Date of PD Review:

Preparing for Learning	Observed?
1. Provides a description of the learning objectives prior to training.	
Evidence:	
2. Prepares participants to engage in the content by assigning readings, activities, and/or questions to think about prior to the training (consider diverse learning needs).	
Evidence:	
3. Provides an agenda before or at the beginning of the training that outlines the schedule of topics to be presented, times, and breaks.	
Evidence:	
4. Ensures participants have equitable access to training and materials (e.g., wheelchair access, closed captioning, interpreters, etc.).	
Evidence:	

Setting the Stage for Learning	Observed?
5. Quickly establishes (or re-established) rapport and professional expertise.	
Evidence:	

6. Connects the material, knowledge, or practice to participants' context (e.g., size of district, community needs and resources).	
Evidence:	
7. Summarizes the evidence base for the content (e.g., citations, verbal references to research).	
Evidence:	
8. Emphasizes why the content is valuable including how it aligns with school/district/state/federal standards or goals.	
Evidence:	
9. Demonstrates how the topic leads to improved outcomes (e.g., increased student achievement, educator well-being, staff skills).	
Evidence:	
10. Builds shared vocabulary required to implement and sustain practice (e.g., acronyms, definitions).	
Evidence:	
Engages in Learning	**Observed?**
11. Provides model examples of the content in practice (e.g., case study, vignette), connected to participants' context.	
Evidence:	
12. Builds on or related to participants' prior learning.	
Evidence:	
13. Engage participants in higher-order thinking (e.g., more than just memorizing facts) to learn each critical concept.	
Evidence:	
14. Prompts each participant to relate the content to their context.	
Evidence:	
15. Facilitates multiple opportunities to check for participants' understanding.	
Evidence:	

	Observed?
16. Facilitates opportunities for participants to collaborate.	
Evidence:	
17. Includes opportunities for participants to practice and/or rehearse new skills.	
Evidence:	

Reflection on Learning	**Observed?**
18. Provides constructive feedback within practice opportunities to improve skills.	
Evidence:	
19. Engages each participant in reflecting on knowledge/skill acquisition.	
Evidence:	
20. Facilitates opportunities for participants to reflect on how the new learning will influence their practice.	
Evidence:	

Transferring Learning into Practice	**Observed?**
21. Provides opportunity for participants to later demonstrate transfer of learning to practice (e.g., future training, follow up surveys, observations of implementation).	
Evidence:	
22. Ensures that participants leave with detailed action steps to apply and continuously improve their learning through reflection.	
Evidence:	
23. Provides resources (e.g., websites, podcasts, links, handouts, recording of the training) for continued application of learning.	
Evidence:	
24. Establishes a process for maintaining coaching communication to support continued application of learning.	
Evidence:	

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