

Checklist of High-Quality and Evidence-Based PD

When planning and implementing PD for continuous improvement, the following evidence-based characteristics will ensure that PD is high quality, aligned with your improvement plan and state standards for PD, and likely to improve student achievement and teacher practice.

Use this list of characteristics as a checklist to guide your choice and use of PD services. Consider using the implementation/monitoring section to monitor the PD implementation.

PD service: _____

Date: _____

Person(s) assessing service: _____

Characteristics of High-Quality and Evidence-Based PD for Continuous Improvement	Planning			Implementation/ Monitoring			Notes/Suggested Changes
	Yes	Some what	No	Yes	Some what	No	
1. Aligns with district goals, strategies and district/school actions. [1]*							
2. Focuses on the content students need to know in relation to goals, strategies and indicators (e.g., Ohio Academic Standards, key curriculum concepts, assessments). [2, 5, 6]*							
3. Improves teacher content knowledge in areas identified in the plan. [2,5, 6]*							
4. Advances teacher use of effective instructional strategies as delineated in the plan strategies, actions and indicators. [2, 5, 6]*							
5. Provides sufficient opportunities and support for building efficacy and mastery of new content knowledge and instructional strategies contained in the plan goals, strategies and indicators. [1, 3, 4, 6]*							
6. Involves active learning by participants (e.g., hands-on learning and inquiry-based learning). [4]*							
7. Involves participants working in collaborative groups. [1, 3]*							

Characteristics of High-Quality and Evidence-Based PD for Continuous Improvement	Planning			Implementation/ Monitoring			Notes/Suggested Changes
	Yes	Some what	No	Yes	Some what	No	
8. Brings together educators who are already associated in some manner (i.e., collaborative teams or similar grades, subjects, issues or leadership roles). [3]*							
9. Customizes to match the participants' needs. [2, 4]*							
10. Embedded within the school day or school year. [1]*							
11. Long-term on-going contact and initial and follow-up varied opportunities for learning. [1, 4]*							
12. Monitors and evaluates for effectiveness as described in indicators (i.e., Five Levels of PD Evaluation). [2, 5]*							
13. Multiple sources of data are analyzed and documented in order to guide present and future decision making. [2]*							
14. Actively supported by leadership (i.e., DLT/BLT). [1]*							
15. Documented basis in evidence - scientific research or effective practice. [2, 6]*							
16. Serves as a model of high standards for staff development (i.e., Ohio Standards for PD, National Staff Development Council Standards). [1-6]*							

1. *Aligns with designated standard(s) from the Ohio Standards for PD which is available online at esb.ode.state.oh.us/PDF/Standards_ProfDev_sept07.pdf

References

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Five Levels of PD Evaluation				
Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Were the refreshments fresh and tasty? Was the room the right temperature?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization Support and Change	Was implementation advocated, facilitated and supported? Was the support public and overt? Were the problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organization's advocacy, support, accommodation, facilitation and recognition	To document and improve organization support To inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observation	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are student dropout rates decreasing?	Student records School records Questionnaires Structured interviews with students, parents, teachers and/or administrators Participant portfolios	Student learning outcomes: Cognitive (Performance and Achievement) Affective (Attitudes and Dispositions) Psychomotor (Skills and Behaviors)	To focus and improve all aspects of program design, implementation and follow-up To demonstrate the overall importance

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