

PD: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

DATE: \_\_\_\_\_

**COLLABORATIVE:** PD encourages a culture of peer collaboration and development that is teacher led

**RESPONSIVE:** PD is intentionally designed to reflect state, district, and school priorities and is reflective of teacher content and needs

**ONGOING:** PD promotes reflection and teacher development as part of an on-going process that is embedded in the work environment

### Checklist for Effective Professional Development

<i>STRUCTURE - What procedures are in place to support PD?</i>	<i>Yes</i>	<i>Mostly</i>	<i>No</i>	<i>N/A</i>	<i>Evidence</i>
1. Physical space is set up to promote collaboration (C)					
2. Adequate materials are available for all participants (R)					
3. PD is teacher-led, teacher-created, and/or provides opportunities for teacher leadership (C, R)					
4. There are clear norms and opportunities for the facilitation and use of collaborative time (C)					
5. There are clear norms and opportunities for participants to provide formative feedback to each other (C,O)					
6. Participants have adequate time to process and apply new skills during the PD (C, R, O)					
7. The session provides time and structures for self-reflection through discussion, writing and/or collaboration (C, O)					
<i>CONTENT - What is the content and focus of the PD?</i>	<i>Yes</i>	<i>Mostly</i>	<i>No</i>	<i>N/A</i>	<i>Evidence</i>
8. There is a clear shared goal or outcome for this PD (R, O)					

9. PD is reflective of state/district/ or school priorities (R)					
10. PD is differentiated to respond to the content areas, grade levels, and/or other specific needs (special education, ELL, etc.) of the participants (R)					
11. PD content is high quality and rigorous (R)					
12. PD focuses on developing educators' content knowledge, pedagogical content knowledge, and/or developing skills for using systems and tools (R)					
13. Content is informed by prior surveying or assessment of participant needs (C, R)					
14. PD includes engagement strategies based on adult learning theory such as discussion, modeling, small groups, role play, or coaching (C, R)					
15. The session builds on previous professional development opportunities and fits into a larger development cycle (O)					
<i>APPLICATION - How will PD tie into daily practice?</i>	<i>Yes</i>	<i>Mostly</i>	<i>No</i>	<i>N/A</i>	<i>Evidence</i>
16. The PD connects to educators' daily practice. (R, O)					
17. Educators leave with concrete materials or strategies to utilize within their classroom (R, O)					
18. Educators leave with action items, responsibilities, or plans to incorporate new learnings into practice. (R, O)					
19. Educators will have the opportunity to revisit new learnings in the future (e.g., PD, coaching, PLC) (O)					
20. Evaluation is provided at the end of PD which will be used to inform future PD needs and offerings. (R, O)					