

EVALUATING THE QUALITY OF PROFESSIONAL DEVELOPMENT

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May/14
7

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6 Comments · Posted by Sheila Robinson in Prek-12 Educational Evaluation

I'm **Amy Gaumer Erickson**, Ph.D., and I'm an assistant research professor at the University of Kansas. My work focuses on the evaluation of effective instructional practices within MTSS (multi-tiered system of supports) educational models. I've found that though we expect educators to implement interventions with fidelity, we don't always evaluate the professional development provided to educators.

Hot Tip: Educational evaluation must ensure that professional development is of high quality prior to holding educators responsible for the fidelity of implementation.

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High-Quality Professional Development Checklist | KU Research Collaboration

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High-Quality Professional Development Checklist

Intended Audience: Observers assessing delivery of professional development

Purpose: The checklist provides a way to determine whether professional development follows adult learning principles. It can also be used to provide ongoing feedback and coaching or as a guidance document when designing or revising professional development. The 22-item tool addresses six domains present in high-quality professional development: Preparation, Introduction, Demonstration, Engagement, Evaluation, and Mastery.

Instructions: Individual(s) should complete the checklist while observing the delivery of professional development. For each item, check whether that indicator was present in the professional development and provide evidence from the training to support that assessment. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Citation: Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). Observation Checklist for High-Quality Professional Development in Education. Center for Research on Learning, University of Kansas, Lawrence, Kansas. Copyright 2013 by the Center for Research on Learning, University of Kansas.

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