

PD Session Checklist

Before PD is held

- Begin promoting PD topic and date.
 - o Email, Calendar Invite, Staff Newsletter, Flyers, etc.
- Practice, practice, practice
 - o PD should be internalized, and script should not be needed since your PowerPoint and handouts are the tools you use to guide process and progress of PD
 - Practice in front of a mirror, with a small group, in your car, etc.
 - Consider the participants and how it might be necessary to modify any grouping activity or task
 - Practice the strategies with your students so that you have a true experience to share how it went when implemented and what you might change for the next time.
- Send an email reminder 7 days before the PD
- Double-check that you have all your materials/handouts/copies/posters ready for PD session
- Check all links and websites

Day of PD

- Send one more reminder to participants (ex: all call over the intercom, note in boxes, calendar invite notification, etc.)
- Arrive early to set up all materials
 - o Set up and check projector
 - o Check sound if needed
 - o Set out sign-in sheet
 - o Place necessary handouts on tables (written in LEARN script before the Engage activity)
- Assess group size and quickly modify any pre-planned activity or task to accommodate group size
- Provide an opportunity for participants to give session feedback or evaluation

Post-PD Session

- Self-reflect over the session
 - o What went well...
 - o What might have gone better if...
 - o What will need to be adjusted for next time...
- Follow up/Reflection with teachers
 - o Formal or informal settings
 - o Use the SCORE reflection sheet to share about the strategy used

PD Structure Plan—Whole School Objective

School Objective Needs Assessment

Sent out to teachers via Google survey with PD options
Topics shared with teachers early
Supported and discussed by administration
Empower teachers with opportunities through voice and choice

Formal PD

Built with teacher partners
Engage prior knowledge
Introduce concept
Share research
Check understanding

Collaborative Work Session

During PLCs or informal conversations
Brainstorm ideas
Apply knowledge/ideas to content with specialist
Offer modeling/co-teach/technology integration
Action research

Reflection

During PLCs
View student work & data
Strategy, Celebrations, Obstacles, Refinements, Extra Notes (SCORE)
Provide and Analyze feedback
Ask: Where do we go from here?
Plan how to apply knowledge/ideas deeper and further

Works Referenced

Bernhardt, P. E. (2015). 21st Century Learning: Professional Development in Practice. *The Qualitative Report*, 20(1), 1-19.

Grossman, R., & Salas, E. (2011). The transfer of training: what really matters. *International Journal of Training and Development*, 15(2), 103-120.

Gulamhussein, A. (2013). Teaching the teachers: Effective professional development in an era of high stakes accountability. *Center for Public Education*. September.