HQPD Domain	Indicator	Example 1	Example 2	Example 3
Preparation	**1. Provides a description of the training with learning objectives prior to training**	Training description and objectives e-mailed to participants in advance	Training description and goals provided on registration website	Agenda including learning targets provided with materials via online file sharing before training
	2. Provides readings, activities, and/or questions to think about prior to the training	Articles for pre-reading e-mailed to participants in advance	Book for pre-reading distributed to schools before training	Materials made available via online file sharing before training
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	Paper copy of agenda included in training packet for participants	Agenda included in pre-training e-mail	Agenda given via powerpoint at start of training
	4. Quickly establishes or builds on previously established rapport with participants	Trainer gives own background, using humor to create warm atmosphere	Trainer praises group's existing skills and expertise to create trust	Trainer uses topical videos to break the ice with the audience
Introduction	**5. Connects content to participants' context (e.g., community, school, district)**	The state leader introducing the presenter explains that the topic is related to the initiative being implemented across the state	Trainer shows examples from classrooms, then asks participants to compare the examples to what happens in their school	Trainer shares participating district data profiles and asks participants to consider how the intervention might effect students
	6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	Trainer provides list of references supporting evidence-based practices	Citations to research given during powerpoint presentation	Trainer references key researchers and details their contributions to the training content during presentation
	7. Content builds on or relates to participants' previous professional development	Trainer explains how intervention relates to other existing interventions within the state	Trainer refers to content provided in previous trainings within the sequence	Trainer uses participants' knowledge of other interventions to inform training
	8. Aligns with school/ district/ state standards or goals	Trainer shows how intervention fits in with the Elementary and Secondary Education Act & Individuals with Disabilities Education Act	Trainer discusses how the district selected this intervention for implementation as part of an improvement plan	Trainer refers to the program as part of a federally-funded State Personnel Development Grant
	9. Emphasizes impact of content on student learning outcomes	Has participants brainstorm the ways the intervention will impact students, especially students with disabilities	Trainer uses data to show that the intervention is shown to positively impact postschool outcomes and inclusion in the general education classroom for students with disabilities	Trainer shares research that shows that the use of the instructional strategies improved academic achievement for students
Demonstration	**10. Builds shared vocabulary required to implement and sustain the practice**	Trainer has participants work together to formulate definitions of the intervention components and then goes overs the definitions as a group	Trainer defines instructional practices according to established literature	Trainer introduces acronyms and mnemonics to help participants remember training content
	11. Provides examples of the content/practice in use (e.g., case study, vignette)	Trainer provides video examples of the intervention in place within classrooms at different grade levels	Trainer provides hands-on demonstrations of how to use new tech tools	Trainer uses a case study to demonstrate how the initiative works for a student (i.e., universal screening, intervention, progress monitoring data)
	12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	Trainer describes how the intervention will benefit schools/classrooms	Trainer shows trend data before and after the practice was implemented in a school	Trainer presents a case study of a teacher who has successfully implemented the intervention
Engagement	**13. Includes opportunities for participants to practice and/or rehearse new skills**	Trainer has participants perform a mock lesson using the new instructional strategy	After receiving training on how to complete a form, participants practice completing the form with a sample case	After learning about instructional strategies, participants practice identifying various instructional strategies from sample videos
	14. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept)	Participants use their experiences and prior knowledge to fill in a worksheet on the advantages and disadvantages of various instructional approaches	Participants work together to strategize ways to overcome barriers to implementation in their school.	Trainer asks participants to share their perspectives with the group.
	15. Facilitates opportunities for participants to interact with each other related to training content	Participants independently answer questions related to the intervention, then share their answers with the group	Participants work in groups to assess implementation progress in their building.	Trainer provides opportunities for participants to think/pair/share about questions within the training
	16. Adheres to agenda and time constraints	Breaks, lunch, and dismissal occur on schedule according to written or verbal agenda	Trainer adjusts training content to accommodate adjustments to agenda (e.g. participants arriving late due to inclement weather)	
Evaluation	**17. Includes opportunities for participants to reflect on learning**	Participants strategize how to apply the knowledge from the training in their own schools	Participants reflect and ask any remaining questions at end of training	Green, yellow, and red solo cups at tables used to visually check for understanding at key points throughout training
	18. Includes discussion of specific indicators - related to the knowledge, material, or skills provided by the training - that would indicate a successful transfer to practice	Participants work in district-level teams to use a graphic organizer to create an action plan	Expectations for completing classroom observations outlined for coaches	Materials provided for educators to do mid-semester self-assessment to see if intervention is being implemented
	19. Engages participants in assessment of their acquisition of knowledge and skills	Post-test to assess trainees' grasp of learning objectives	After guided practice on how to complete an observation form, participants use the form to individually rate a video example and compare their responses to the trainer	Presenter asks participants to write down and discuss three changes they will make to their instruction based on what they learned at the training. Based on responses, presenter re-teaches and clarifies key content.
Mastery	**20. Details follow-up activities that require participants to apply their learning in a new setting or context**	Participants complete an action plan with a timeline for implementation	Due dates for steps of student behavioral assessment process reviewed at end of training	Implementation timeline with due dates provided and discussed.
	21. Offers opportunities for continued learning through technical assistance and resources	Trainer describes future trainings and explains how training fits into the series	Trainer provides contact information for technical assistance including e-mail address and phone number	Trainer shows participants where to find additional materials and readings on the project website
	22. Describes opportunities for coaching to improve fidelity of implementation	Trainer describes follow-up in-building support to be provided by state-level coaches	Trainer offers to coach participants as necessary via e-mail or phone support	Series of coaching webinars scheduled to provide follow-up support and additional information on how to implement the intervention