# MTSS Professional Learning Observation Checklist

The *MDE MTSS Professional Learning Observation Checklist* was designed to be completed by an observer to determine the level of quality of professional learning along with other data sources of the *MTSS Trainer Professional Learning Checklist* and *MTSS Professional Learning Event Evaluation*. It can also be used to provide ongoing feedback and coaching to individuals who provide professional learning. Furthermore, it can be used as a guidance document when designing or revising professional learning. The tool represents a compilation of research-identified indicators that should be present in high quality professional learning. Professional learning with a maximum of one item missed per domain on the checklist can be considered high quality with other supporting data sources.

Contextual Information

Date: Trainer(s): Location:

MTSS Modules: Observer:

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| --- | --- | --- |
| **The trainer(s)…..**  | **Observed (check if Yes)** | **Evidence or Example:** |
| **Introduction** |
| 1. Ensures the professional learningsession started and ended on time
 |  |  |
| 1. Provides professional learninggoals/objectives/outcomes
 |  |  |
| 1. Quickly establishes or builds on previously established rapport with participants
 |  |  |
| 1. Connects the learning to participants’ local context
 |  |  |
| 1. Content builds on or relates to participants’ previous professional learning (activates prior learning)
 |  |  |
| 1. Emphasizes impact of content on student outcomes
 |  |  |
| **Demonstration** |
| 1. Develops shared vocabulary to build common understanding (e.g., operationalizes concepts, defines terminology)
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| 1. Provides examples of the content in use
 |  |  |
| 1. Modeled or illustrated activities when appropriate
 |  |  |
| **Engagement**  |
| 1. Facilitates opportunities for participants to interact with each other related to training content
 |  |  |
| 1. Includes opportunities for participants to practice and/or rehearse new skills
 |  |  |
| 1. Provided specific and appropriate feedback to participants as needed
 |  |  |
| 1. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)
 |  |  |
| **Evaluation/Reflection**  |
| 1. Includes opportunities for participants to reflect on learning
 |  |  |
| 1. Engages participants in assessment of their acquisition of knowledge and skills
 |  |  |
| 1. Details follow-up activities that require participants to apply their learning in a new setting or context
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| **Notes**  |
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