# Operationalizing High Quality Professional Development Indicators for Asynchronous Learning
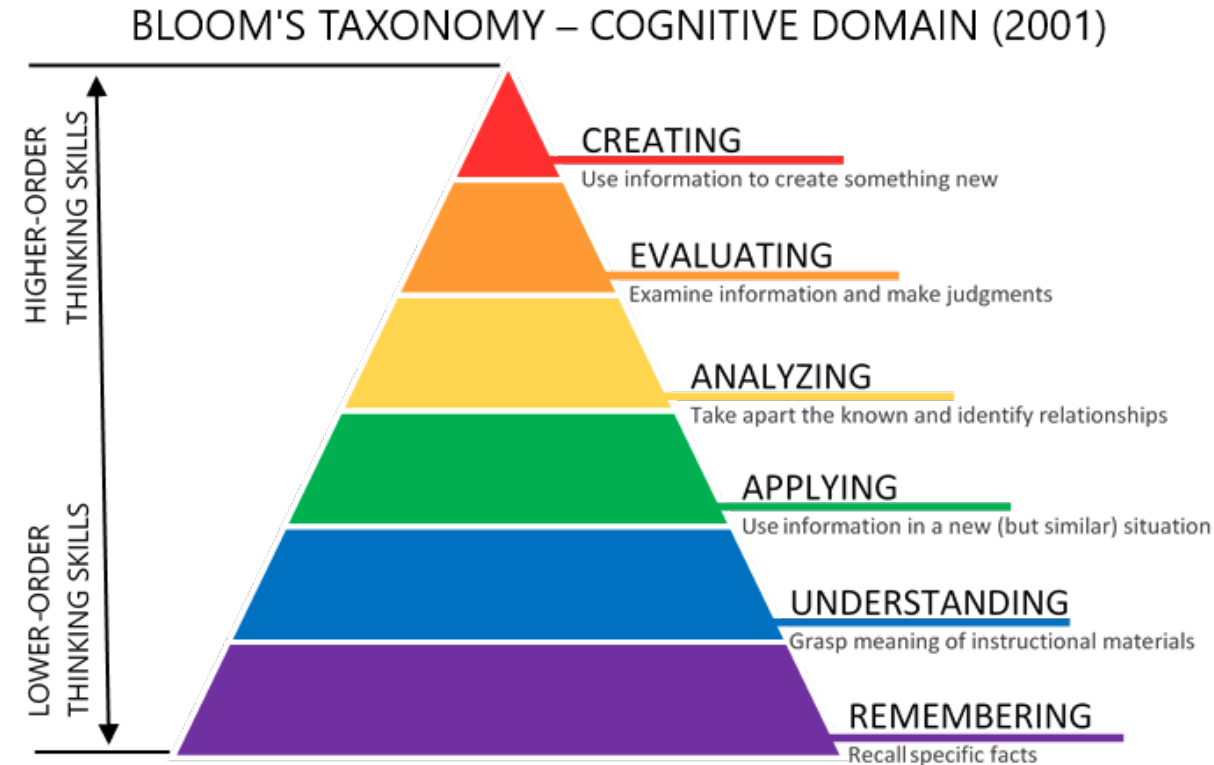
Elaine Miller, Marilyn Ault, Amy Gaumer Erickson

SPDG National Meeting, February 2023

KU THE UNIVERSITY OF KANSAS

# What is High Quality PD?

- NIRN's definition: "*Training through an active implementation lens is defined as purposeful, skill-based, and adult-learning informed processes designed to support teachers and staff in acquiring the skills and information needed to begin using a new program or innovation.*"

- Blooms Taxonomy can guide operationalization of skill-based activities



BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

HIGHER-ORDER THINKING SKILLS

CREATING
Use information to create something new

EVALUATING
Examine information and make judgments

ANALYZING
Take apart the known and identify relationships

APPLYING
Use information in a new (but similar) situation

UNDERSTANDING
Grasp meaning of instructional materials

REMEMBERING
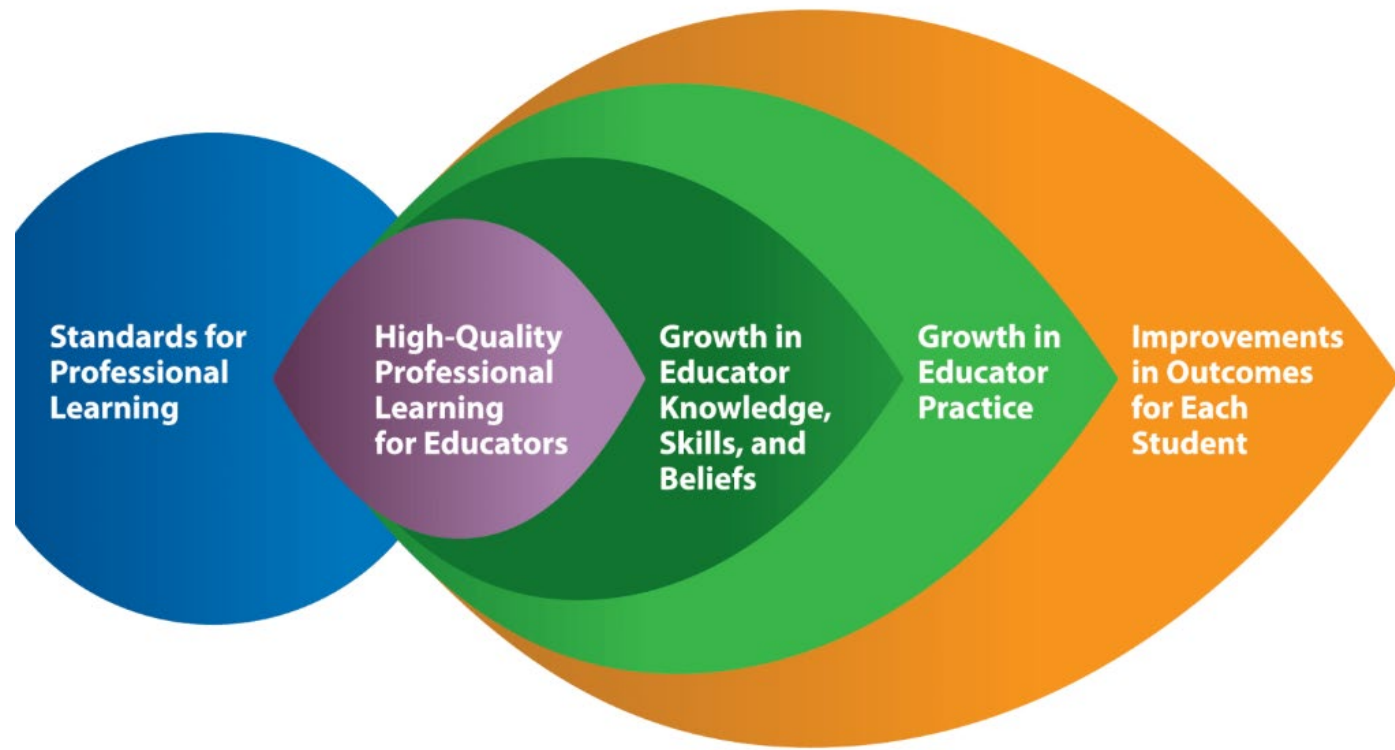Recall specific facts

LOWER-ORDER THINKING SKILLS

# Effective PD

1. Is **content focused**

2. Incorporates **active learning** utilizing adult learning theory

3. Supports **collaboration**, typically in job-embedded contexts

4. Uses **models and modeling** of effective practice

5. Provides **coaching and expert support**

6. Offers opportunities for **feedback and reflection**

7. Is of **sustained duration**

*Effective Teacher Professional Development*
Learning Policy Institute
Linda Darling-Hammond, et. al. (June, 2017)
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

# From PD to Student Results



**Standards for Professional Learning**

**High-Quality Professional Learning for Educators**

**Growth in Educator Knowledge, Skills, and Beliefs**

**Growth in Educator Practice**

**Improvements in Outcomes for Each Student**

*Standards for Professional Learning*
Learning Forward
https://standards.learningforward.org/how-standards-lead-to-change/

# How can we measure the quality of PD?

- Preparing for Learning

- Contextualizing the Content

- Engaging in Learning

- Reflecting on Learning

- Transferring knowledge to practice

(HQPD Checklist – V3; Gaumer Erickson et al., 2020)



*Observation Checklist for High-Quality Professional Development (Version 3.1)*
*(HQPD Checklist–3.1)*

The Observation Checklist for High-Quality Professional Development - Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the inclusion of evidence-based adult learning indicators within professional development. These data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development. Furthermore, the indicators can be used as guidance when designing or revising professional development. The tool represents a compilation of indicators, identified through a review of relevant research and more than fifteen years of experience evaluating professional development, that promote learning and implementation of evidence-based practices.

| Context | |
|---|---|
| Date: | Location: |
| Topic: | Presenter(s): |
| Observer: | Observer Role: |

The professional development provider...

| Preparing for Learning | Observed? |
|---|---|
| 1. Prior to the professional development, provides learning objectives addressing the critical concepts. | |
| Evidence: | |
| 2. Prepares participants to engage in the content by assigning activities in advance. | |
| Evidence: | |
| 3. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks. | |
| Evidence: | |
| 4. Establishes credibility by communicating content expertise and/or experience. | |
| Evidence: | |

| Contextualizing the Content | Observed? |
|---|---|
| 5. Illustrates alignment between the content and participants' organizational standards, goals, or priorities. | |
| Evidence: | |

# Virtual Professional Development

- Rapid shift to virtual learning
- Sustained by: staffing shortages, comfort with technology, cost/time efficiency, flexibility and choice
- In-person vs. virtual learning: what research and experience tells us
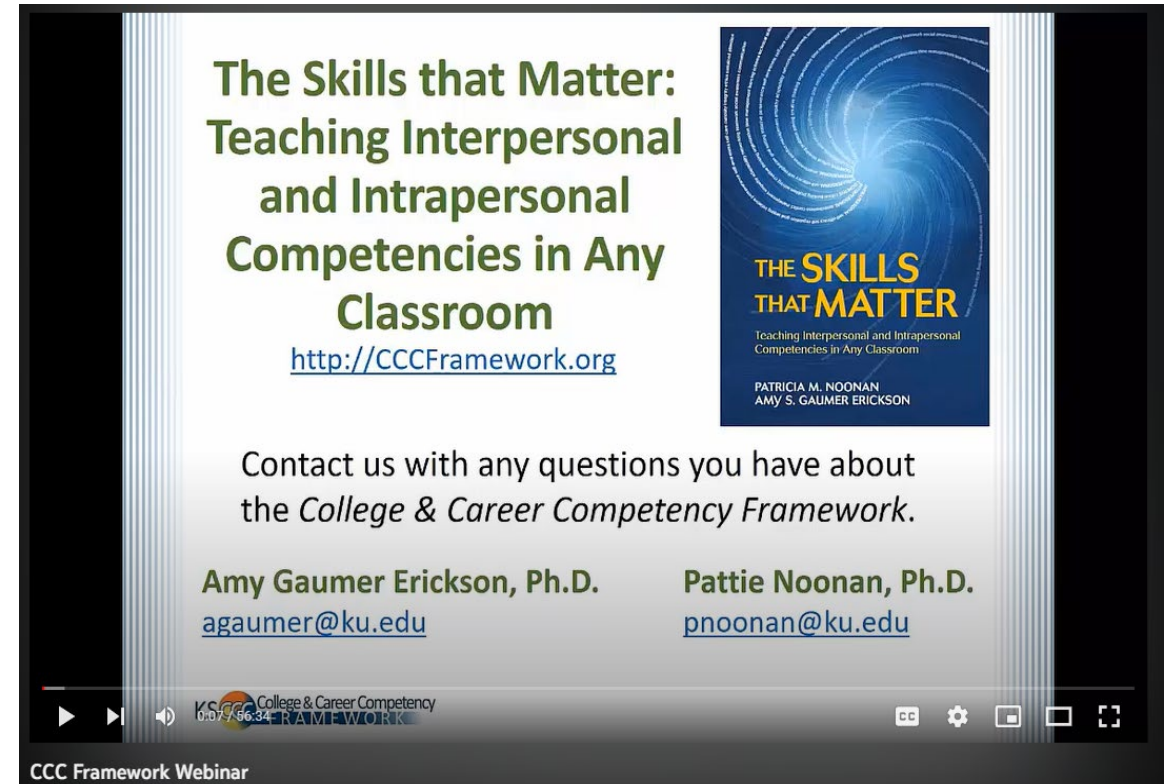
# Measuring the Quality of Asynchronous PD

- HQPD Checklist: Guidance Document
  - Examples updated to reflect virtual / asynchronous learning
- Interrater reliability calibration conducted in 2022

*Operational examples have changed -*
*HQPD Indicators have not*

# Interrater Reliability Process

1. Team independently observed a 1-hour webinar and assoc. materials

2. Each rater scored (*1= observed, 0=not observed*) all 21 indicators across 5 domains on HQPD Checklist-V3 and notated rationale

3. Compiled and compared scores

4. Calculated % of agreement

5. Team convened to discuss, reach consensus on # of indicators met



The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom
http://CCCFramework.org

THE SKILLS THAT MATTER
Teaching Interpersonal and Intrapersonal Competencies in Any Classroom
PATRICIA M. NOONAN
AMY S. GAUMER ERICKSON

Contact us with any questions you have about the *College & Career Competency Framework*.

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agaumer@ku.edu

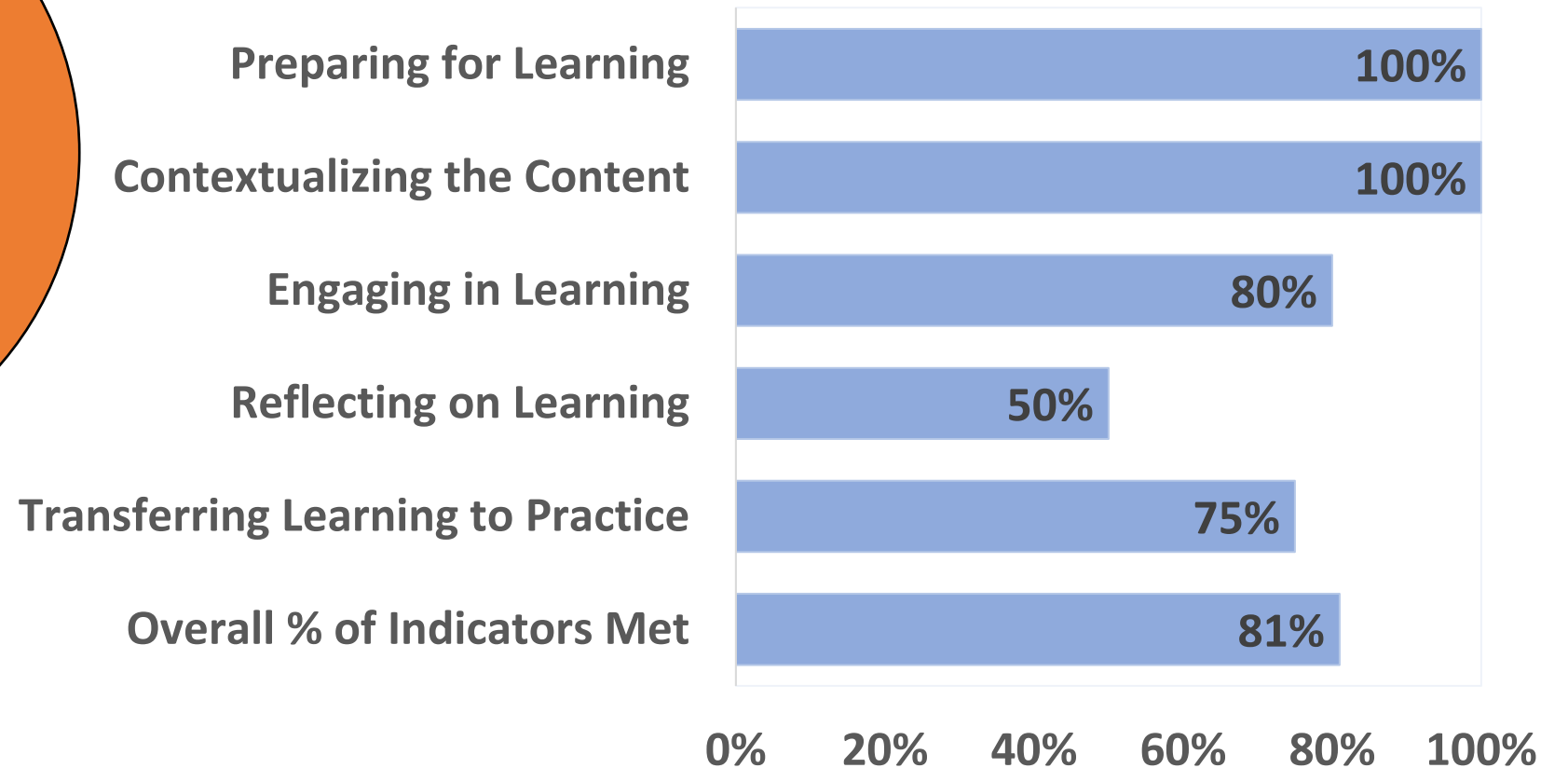Pattie Noonan, Ph.D.
pnoonan@ku.edu

College & Career Competency FRAMEWORK

CCC Framework Webinar

# Results:

**88%** agreement across 12 observers

**17** out of 21 Indicators met
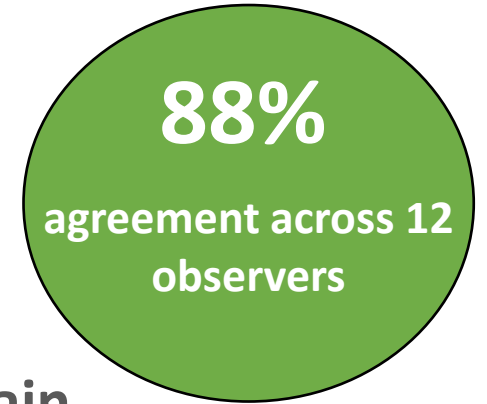
## Percentage of Indicators Met by Domain

| Domain | Percentage |
|---|---|
| Preparing for Learning | 100% |
| Contextualizing the Content | 100% |
| Engaging in Learning | 80% |
| Reflecting on Learning | 50% |
| Transferring Learning to Practice | 75% |
| Overall % of Indicators Met | 81% |

# The webinar includes:

7 examples of content in practice

3 opportunities to write an answer or discuss with a colleague

4 constructive feedback opportunities for possible answers to questions

17 activities

- 11 asked the participants to explain, interpret, or discuss their understanding of a concept

- 2 asked the participants to analyze or draw conclusions from data

- 4 asked the participants to describe how they will develop and implement a component of the training

# The supporting workbook includes:

1. A preparation assignment

2. Learning objectives

3. Sequence of content

4. Encouragement to work in teams

5. Links to resources

6. Criteria to guide implementation

7. Suggestions for next steps

8. Option to receive feedback on an instructional plan

## AGENDA

*Before the webinar, please watch the 4-minute CCC Framework Overview video found at http://cccframework.org.

Learning Targets

1. I can explain the *College and Career Competency Framework* to a colleague.
2. I can describe the *College and Career Competency Implementation Roadmap*.
3. I have started to explore outcomes and instructional strategies to teach and provide opportunities for students to practice specific competencies.
4. I know how to access a plethora of free resources on interpersonal and intrapersonal competencies.

Webinar Agenda

- 10 minutes – providing overview of the *Competency Wheel*

- 20 minutes – describing instructional practices that enable students to learn and practice specific competencies

- 15 minutes – detailing the implementation roadmap and free resources

Key Links:
CCC Framework Tools and Resources: http://cccframework.org
CCC Questionnaires: http://www.researchcollaborationsurveys.org/

## Table of Contents

| Feature | everyone and effectively | people and/or somewhat effectively | Yes, but in limited capacity | Not yet, but we are working towards this | No, this is not part of our focus |
|---|---|---|---|---|---|
| Core team members and other key staff (e.g., administrators) involved in school-wide planning can each do the following: | | | | | |
| 1. Describe the purpose of the *College and Career Competency Framework*. | | | | | |
| 2. Differentiate between intrapersonal, interpersonal, and cognitive domains. | | | | | |
| 3. Explain how competencies (e.g., self-regulation, goal setting, conflict management) can be taught across time as part of the general education curriculum. | | | | | |
| 4. Describe how competencies can be applied and reinforced across school contexts (e.g., in office, extracurricular activities, electives). | | | | | |

**Directions:** Plan competency instruction across time within your course content. Resource student questionnaire, video, poster, and padlet) are available at CCCFramework.org.

Name:_____  School/District:_____

| | |
|---|---|
| **Setting** *i.e., course title and grade level(s)* | |
| **Competency & Components** | |
| **Results:** *What would you like students to improve as a result of competency instruction? Be specific (e.g., better understanding of content, increased engagement, improved relationships, better quality and timeliness of assignments).* | |

Address each of the following six instructional criteria.

| | |
|---|---|
| 1. How will you provide instruction that facilitates students' understanding of the competency and components? | |
| 2. How will you guide students to determine how the competency applies to them personally | |

# The challenging indicators for asynchronous learning:

***Engaging in Learning***

10. Engages participants in higher-order thinking to learn each critical concept.

13. Facilitates opportunities for each participant to practice applying the critical concepts.

***Reflecting on Learning***

14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.

17. Establishes a process for participants' continued reflection on implementation and impact.

***Transferring Learning to Practice***

21. Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.
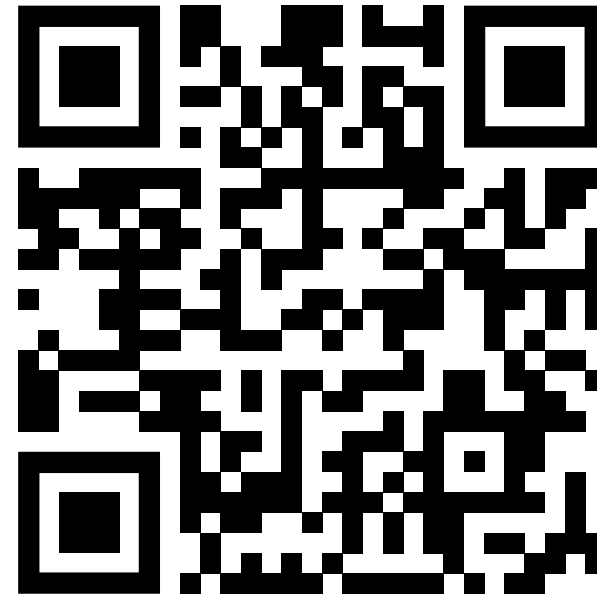
# Resources

### HQPD-V3 Checklist and Guidance Document

[signetwork.org/evidence-based-professional-development/](signetwork.org/evidence-based-professional-development/)



### Recorded NASDE Webinar on HQPD by Pattie Noonan

[https://vimeo.com/351630329](https://vimeo.com/351630329)



**Contact us at [researchcollab@ku.edu](mailto:researchcollab@ku.edu)**