

Meeting High-Quality Professional Development (HQPD) Indicators in Virtual Workshops

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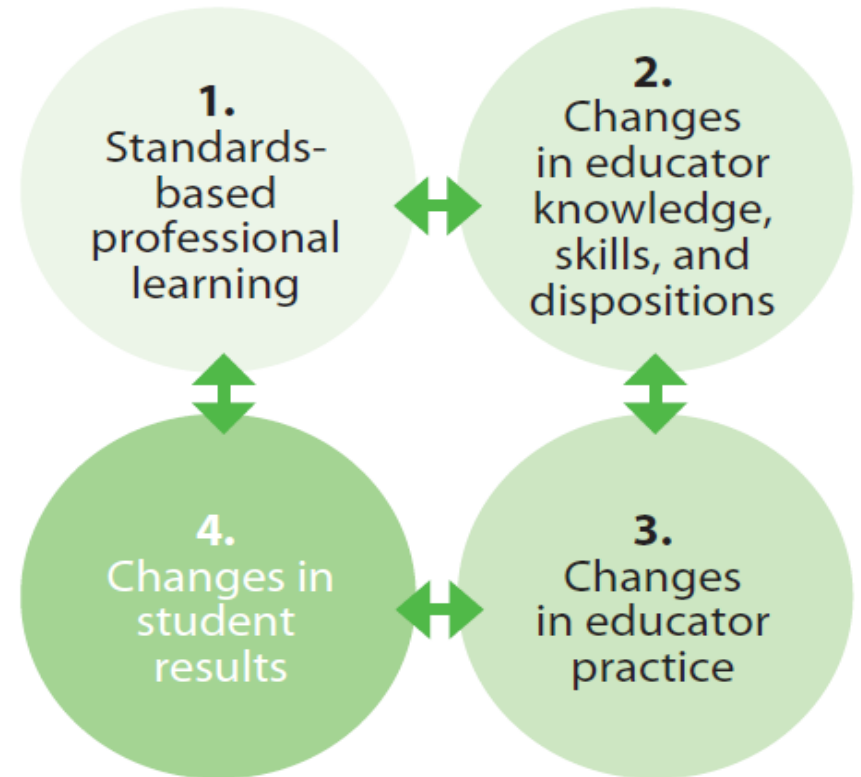
<https://ksdetasn.org/evaluation/hqpd-checklist-resources>

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
Learning Forward

<https://learningforward.org/standards-for-professional-learning> (Quick Reference Guide, p. 2)

Observation Checklist for High-Quality Professional Development (Version 3)

Domains

- Preparing for Learning
- Contextualizing the Content
- Engaging in Learning
- Reflecting on Learning
- Transferring Learning to Practice

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	
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.	
Preparing for Learning	
1.	Prior to the professional development, provides learning objectives addressing the critical concepts.
2.	Prepares participants to engage in the content by assigning activities in advance.
3.	Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.
4.	Establishes credibility by communicating content expertise and/or experience.
Contextualizing the Content	
5.	Illustrates alignment between the content and participants' organizational standards, goals, or priorities.
6.	Summarizes the evidence base for the content, including providing references or links.
7.	Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being).
8.	Provides model examples of the content in practice, connected to participants' context.
Engaging in Learning	
9.	Builds on or relates to participants' prior learning.
10.	Engages participants in higher-order thinking to learn each critical concept.
11.	Prompts each participant to relate the content to their context.
12.	Facilitates opportunities for participants to collaborate related to the critical concepts.
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.
15.	Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.
16.	Facilitates opportunities for participants to reflect on how learning will influence their practice.
17.	Establishes a process for participants' continued reflection on implementation and impact.
Transferring Learning to Practice	
18.	Outlines criteria that illustrate a successful transfer of the critical concepts to practice.
19.	Ensures that participants leave with detailed action steps to apply their learning.
20.	Provides resources and technical assistance for continued learning.
21.	Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). *Observation Checklist for High-Quality Professional Development* [Version 3]. Center for Research on Learning, University of Kansas.

<http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>

Focus Indicators for Today

Engaging in Learning

9. Builds on or relates to participants' prior learning.
10. Engages participants in higher-order thinking to learn each critical concept.
11. Prompts each participant to relate the content to their context.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.
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.
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Transferring Learning to Practice

18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.
19. Ensures that participants leave with detailed action steps to apply their learning.
20. Provides resources and technical assistance for continued learning.
21. Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.



Strategic Instruction Model™ Project

Hello SPDG SIM Summer Institute Participant!

We are delighted that you will be joining us for our virtual summer institute! Our professional developers have been working diligently to design formats that are engaging, meaningful, and allow time for you to periodically disconnect from technology. We appreciate your support, as we move into this new adventure!

In order to participate, you will need a laptop or tablet that can connect to Zoom. We will host test sessions for Zoom where you will be able to test your camera and microphone. Christina Oakes (christinaoakes15@gmail.com) will be there to help with any issues. There will be four different dates. **Please choose the session that is immediately before your institute dates** and works best for you. You may log in anytime during the session. It should only take a few minutes. This is not required but is highly recommended. The choices are as follows:

- **July 6th** from 9 AM EDT (8 AM CDT) until 1 PM EDT (12 PM CDT) Zoom link: <https://tinyurl.com/SIMZoomTest0> Meeting ID: 850 7008 4741 Password: SPDG
- **July 10th** from 9:00 AM until 1:00 PM EDT (8 AM - 12 PM CDT) Zoom link: <https://tinyurl.com/SIMZoomTest1> Meeting ID: 942 7962 6936 Password: SPDG
- **July 13th** from 9:00 AM until 1:00 PM EDT (8 AM - 12 PM CDT) Zoom link: <https://tinyurl.com/SIMZoomTest2> Meeting ID: 660 941 4141 Password: SPDG

Zoom Orientation

To mute and unmute To share a reaction

Zoom Orientation

To see participants and more ways to respond

Zoom Orientation

To see Chat box

Zoom Orientation

To write on a shared screen or shared whiteboard

1. View options
2. Annotate



Strategic Instruction Model™ Project

Welcome to SPDG SIM Institute.

We are so excited to meet with you for SIM Learning Strategies virtual professional development.

Prior to the Institute, look over the agenda for your chosen strategy paying particular attention to the Essential Questions at the top of the agenda. It is also recommended that you read through the Introduction portion in the manual of the first Learning Strategies session you will be attending.

The box you received includes most of the materials you will need for this professional development.

To make our virtual journey more successful, we would like to suggest that you have the following materials available:

- | | |
|---------------|----------------------------------|
| Highlighters | Book Tabs |
| Post it notes | Writing utensils (pen or pencil) |
| Index cards | Scissors |



Janet Austin
SIM Professional Developer

Expertise: Teaching struggling learners of all ages, college prep, reading, writing, and math. **Favorite Reads:** *One Organism, Many Ecosystems*; *The Whole Brain Teaching Revolution*.

Passions: Family, friends, traveling, playing piano, playing tennis, swimming.

Linda Miller
SIM Professional Developer

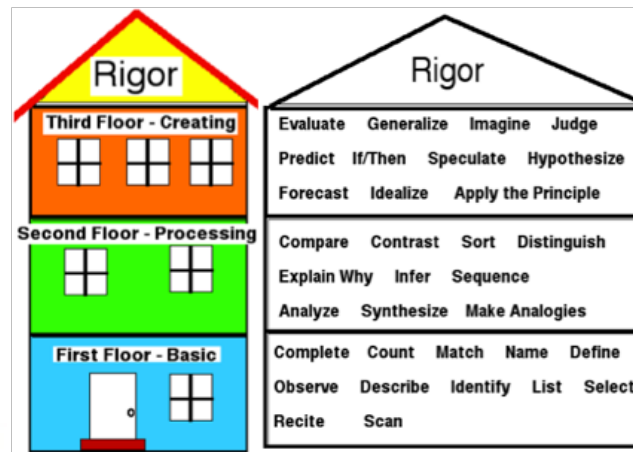
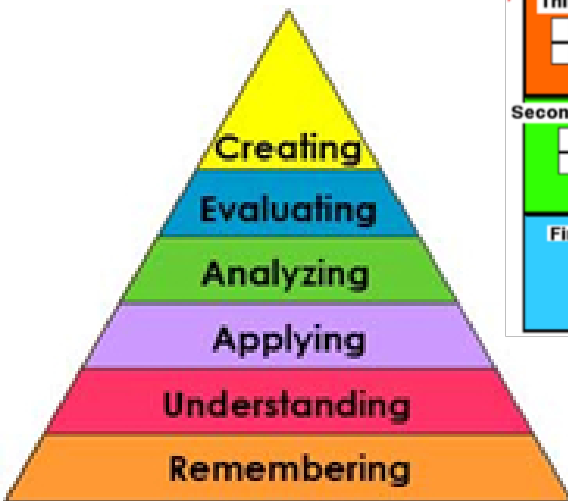
Expertise: 12th grade reading, 10th grade reading, and 11th grade reading. **Favorite Reads:** *One Organism, Many Ecosystems*; *The Whole Brain Teaching Revolution*.

Passions: Family, friends, playing piano, playing tennis, swimming, and writing.

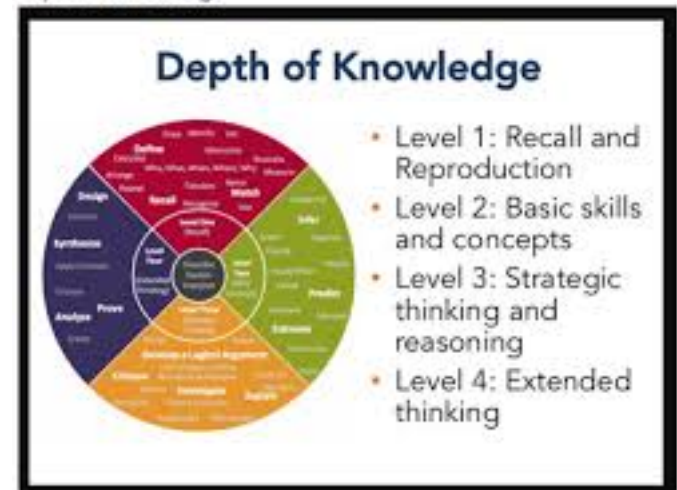


10. Engages participants in higher-order thinking to learn each critical concept

What types of activities do you see used for this?

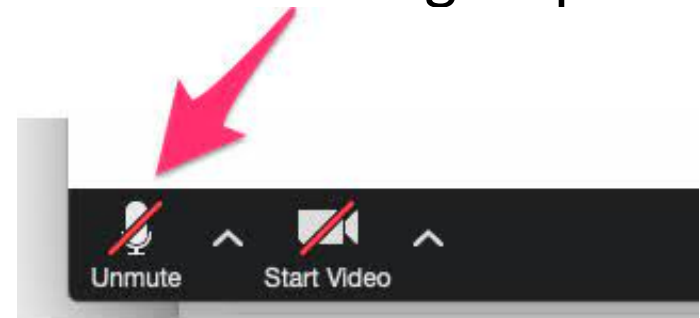
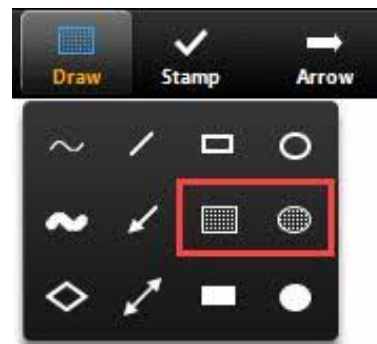
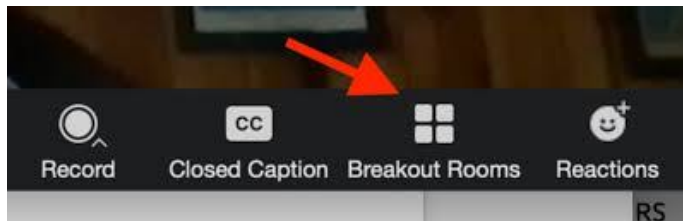


Depth of Knowledge



What are the skills needed for students to accurately predict the meaning of unknown words?

- Think time
- Breakout rooms of 2 participants
 - Brainstorm list (write on white board, save)
 - Combine like thoughts - categorize
 - Compare your group's answers with the Instructor Manual pages 10 – 15.
 - Debrief – what surprised you? What do you disagree/agree with?
- One member shares out thoughts with the whole group



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

Think of a lesson you taught when you were in front of students in your classroom.

Review the check lists at the top of the page. Put a check by the items you routinely did and circle the items you may have occasionally omitted.

Applying “Cue-Do-Review” to Classroom Activities

Cue: The teacher...

- Names the activity
- Explains why we are doing the activity and how it is connected to the learning goal/lesson
- Explains expectations
- Allows students to get set up for the task

Do: The teacher...

- Begins the activity
- Pauses the activity to point out critical information
- Prompts students, as needed, to meet the expectations
- Allows processing time at the completion of the activity

Review: The teacher...

- Elicits answers to questions related to the information presented
- Clarifies student questions, corrects misconceptions
- Asks students how this activity deepened their understanding
- Allows processing/ reflection at the conclusion of the activity

	Cue	Do	Review
Videos	Today we are going to watch a ___ (short, 3 minute, <u>BrainPop</u> , etc.) video entitled “___.” In the video, you will see and hear information about _____, which will help us learn more about ___ topic in our current unit. As you watch this video, please jot down at least 5 factual notes that help	Teacher plays video, inserting reminders and identifying critical content as needed. <ul style="list-style-type: none">• Hmm, that’s interesting!• That looks important...how might we record that information?• Remember, you need to jot down at least 5 notes!	Our goal in watching the video was to answer the question: _____. How did you answer? (discuss) The word ___ was used in the video, what does it mean? How does it apply to our topic? What did you see that was unclear? Do you have any additional questions?

Breakout!

With your group, please discuss:

- Which parts of Cue-Do-Review are often omitted?
- How might this impact students who struggle?

Choose a group member to share the gist of your discussion back in the main room.

Applying “Cue-Do-Review” to Classroom Activities

Cue: The teacher...

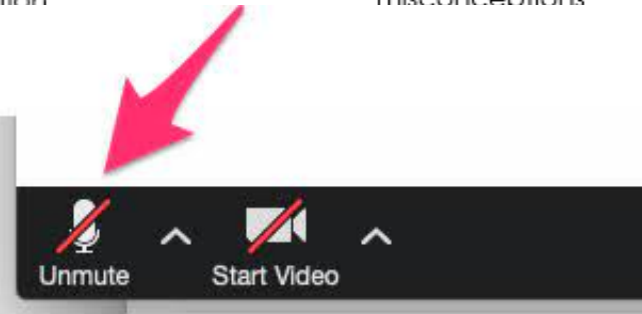
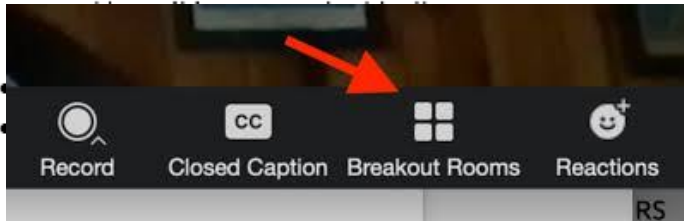
- Names the activity
- Explains why we are doing the activity

Do: The teacher...

- Begins the activity
- Pauses the activity to point out

Review: The teacher...

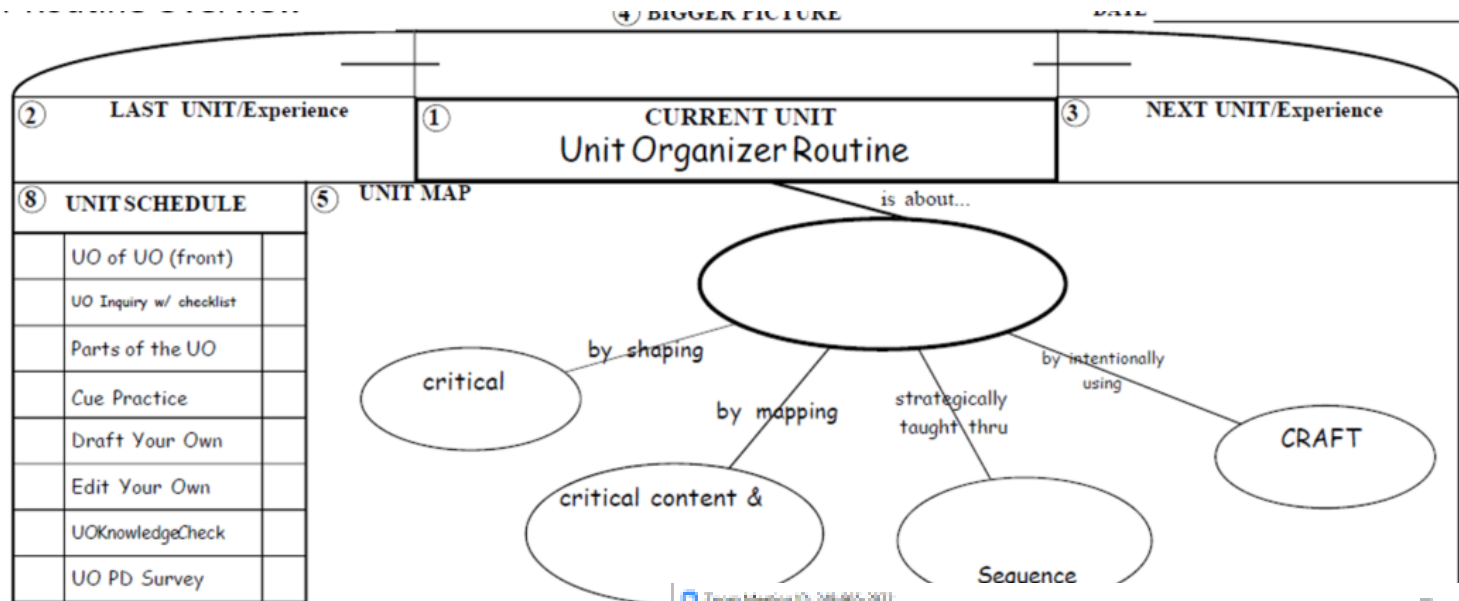
- Elicits answers to questions related to the information presented
- Clarifies student questions, corrects misconceptions



	Cue		
Videos	Today we are going to watch a ___ (short, 3 minute, <u>BrainPop</u> , etc.) video entitled “___.” In the video, you will see and hear	Teacher plays and identifying c... <ul style="list-style-type: none">• Hmm, that’s interesting!	video was to How did you answer? (discuss)

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

Unit Organizer of the Unit Organizer Routine



HOW TO TURN YOUR SMART PHONE INTO A DOC CAMERA FOR ZOOM

REMOTE TEACHING HACKS

Number Line Su
Use the num
0 1 2
2 - 1 = 1
3 - 2 =
4 - 3 =
5 - 5 =
7 - 2 =
2 - 3 =

Zoom Meeting ID: 249-665-2633

Click here to open the Chat feature

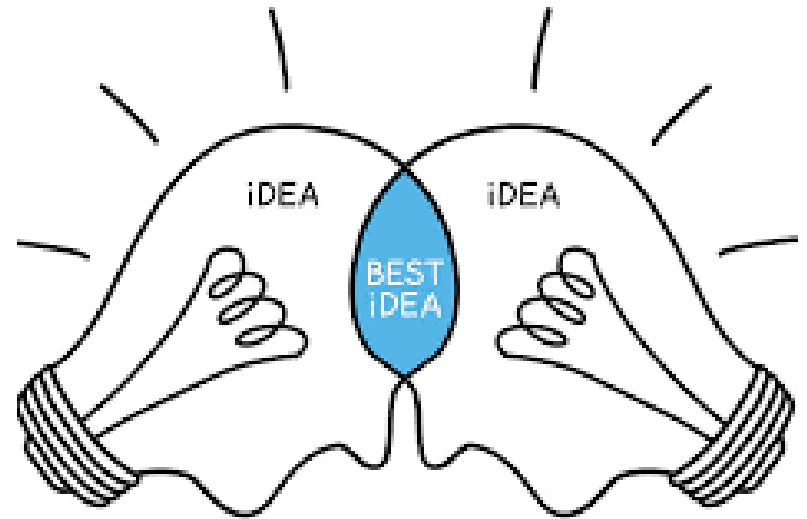
Unmute, Mute, Stop Video, Start Video, Profile, Participants, Share, Chat, Forward, Leave Meeting

a quality Unit Org
the Unit Organize
ts who need them?
Review instruction
t learning of crit
nizer Routine?

ate are held by the authors of The Unit Organizer Routine.

12. Facilitates opportunities for participants to collaborate around critical concepts.

What features have we talked about so far that would enhance collaboration?



12. Facilitates opportunities for participants to collaborate related to the critical concepts.

- Break-out rooms by content area (e.g., English/Language Arts, Math, Science, Social Studies) to draft devices and led by content area specialists. (use rename feature to attach subject areas to participant names e.g. Cindy-Science)
- Jigsaw using break-out rooms (use rename feature to attach section numbers to participants e.g. Cindy1)
- Other collaboration tools used
 - Padlet
 - Annotating on the white board or screen
 - Chat pods



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

Which word(s) jump out as the most important?



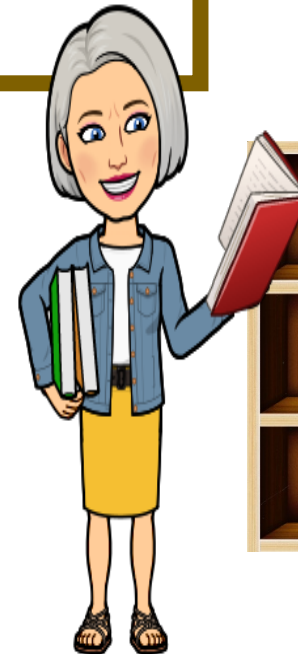
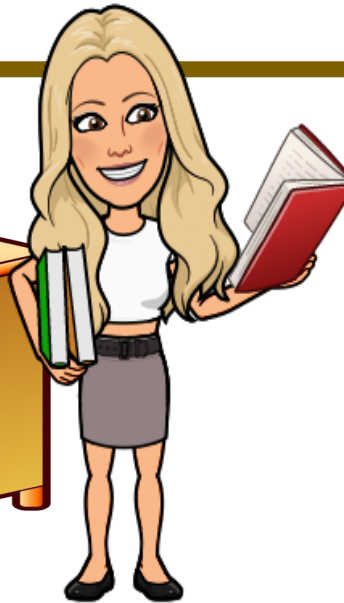
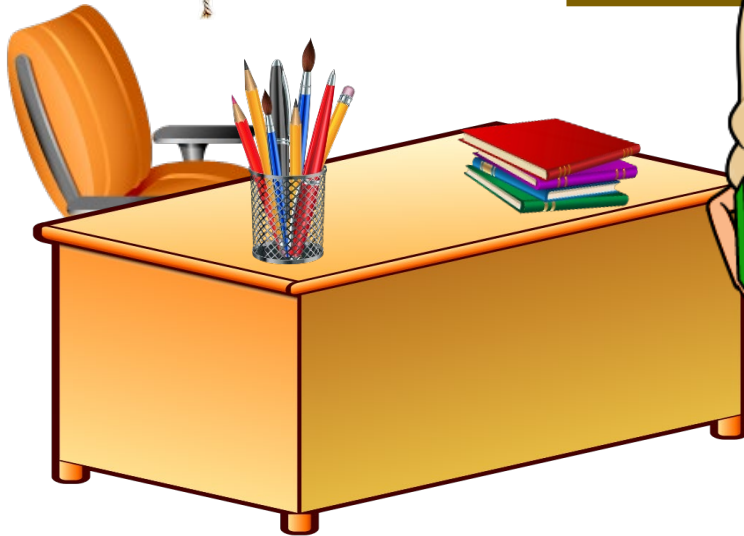
13. Facilitates opportunities for each participant to practice applying the critical concepts.

Janet
&
Debi

Assignment:
Complete the Modeling Checklist
(pg. 9 in your packet) as Janet
Models the passage for you.

Instructional Sequence

- Pretest
- Describe
- Model
- Verbal Practice
- Controlled Practice
- Grade-Appropriate Practice & Posttest
- Obtain Commitment to Generalize
- Generalization



Practicing Modeling the Main Idea Strategy

- In your breakout rooms, read pgs. 55-56 in teacher manual
- Take turns modeling the Director demonstration passage to each other.
- Complete modeling reflection in our Learning Management System



More Examples:

- Participants analyzed student samples and determined what additional support student would need and what effective feedback would be provided
- Participants were sent materials with which completed a sort activity around critical concepts.
- Facilitators employed polling, Gimkit, Flipgrids, Nearpod, Tiny Classrooms with Bitmojis

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

What does constructive feedback look like?

- Feedback from PDers on Draft Devices using a Checklist
- Feedback from PDers on Assessing Learning Strategies Student Products and Teacher Feedback to Students
- Peer Feedback – Modeling Checklists in Breakout Rooms
- Teacher Modeling Video Self-Assessment with Modeling Checklist and PDer feedback

Modeling Instructional Stage Checklist

Teacher: _____
Learning Strategy: _____

Observer: _____
Date: _____

Phase	Element	Observed?		Notes
		Yes	No	
Advance Organizer	Provided questions/prompts to elicit student responses for review of previous learning around the strategy			
	Provided questions/prompts to elicit student responses around how use of the strategy would personally benefit them			
	Gave a description/definition of modeling			
	Provided questions/prompts to elicit student responses related to how "think alouds" help them to learn			
	Stated expectations for student participation in the lesson			
Presentation or Learn by Watching	Modeled the steps of the strategy while "thinking aloud" to self-instruct on the steps of the strategy			
	Modeled the steps of the strategy while "thinking aloud" to perform the task			
	Modeled the steps of the strategy while "thinking aloud" to self-monitor for errors throughout the task			
	Modeled the steps of the strategy while "thinking aloud" to problem-solve around _____			

Xtreme Reading Days 1-4

Word ID Score Sheet (Day 3)

Instructions Submissions

Please upload a copy of your Word ID Scored Pretest that you completed today. Please make sure you include a percentage.

+ Prepare another answer

Submission

Submitted: Jul 9, 4:06 pm
Attempts: 1
Max. attempts: unlimited
Allow late submissions: ✓

Comments

Submission 1 @ 4:06 pm Jul 9, 2020

Atallah, Janet
87 days
You made 100% on scoring the pre-test!
Janet

15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.

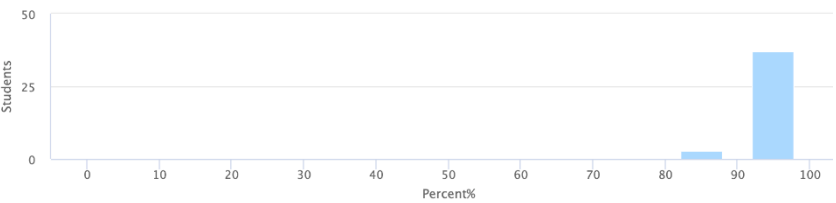
Why would you want to do this as a professional developer?

15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.

- Knowledge checks – required to score 80% or higher; opportunities for retakes if less than 80%
- Scoring and Draft Devices need mastery scores of 80% or higher; opportunities for revisions/resubmissions as needed

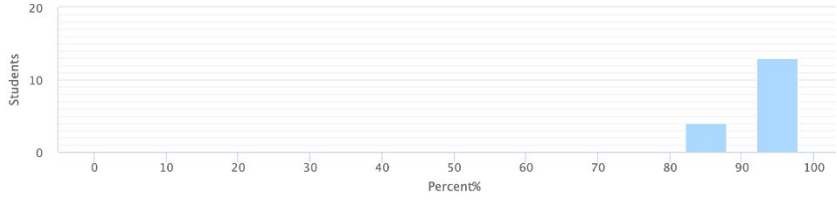
Unit Organizer Routine Knowledge Check: Grade distribution

Graded: 40, Min: 80%, Max: 100%, Average: 96%



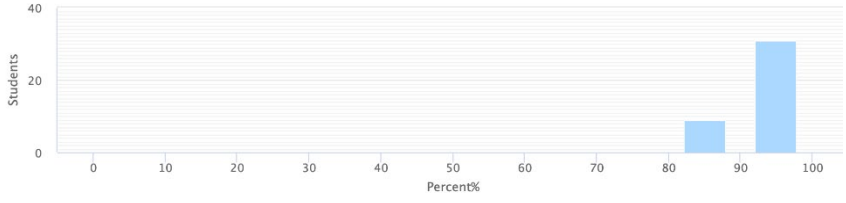
Main Idea Strategy Knowledge Check: Grade distribution

Graded: 17, Min: 80%, Max: 100%, Average: 92%



Course Organizer Routine Knowledge Check: Grade distribution

Graded: 40, Min: 88%, Max: 100%, Average: 97%



18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.

- Teachers completed Implementation Plan for Learning Strategies that will be used during the school year in conjunction with regular meetings with a virtual coach.
- Showed videos of teachers using key elements of practice in classrooms

Blueprint for Implementation Success: Teaching an 8-Strategy

My role: Learning Strategies Teacher Strategy: _____ # of Students: _____
 Support Teacher Where implementing: _____
 Intensive Reading Teacher My vision for my students by the end of this strategy: _____
 Other: _____

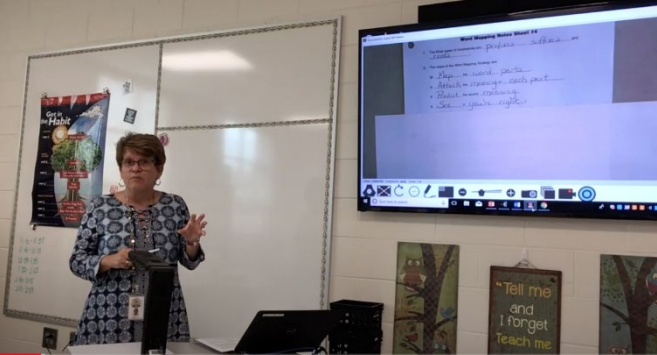
Activities and Anticipated Dates	Preparation Activities, Tools & Materials Need
First 10 days // // to // //	
<input type="checkbox"/> Read the manual – label sections	
<input type="checkbox"/> Prepare student folders, pretests, review school calendar	
<input type="checkbox"/> Contact SIM coordinator re: paper for copies or other support	
<input type="checkbox"/> Review LiveBinder resources through EDU	
<input type="checkbox"/> Review & prepare the presentation materials	
<input type="checkbox"/> Plan for how to collect generalization evidence.	
<input type="checkbox"/> Post Implementation Evidence submission & Reflection to EDU* sim.edu20.org	
Completion date	
Next 20 days // // to // //	
Stage 1: Pretest and Make Commitments (establishing baseline, commitment to learn and teach) pp.	
<input type="checkbox"/> Administer Pretest	
<input type="checkbox"/> Score Pretest	
<input type="checkbox"/> Shared pretest w/ students	
<input type="checkbox"/> Data entered on Student Progress Chart	
<input type="checkbox"/> Obtain Commitment from students	
<input type="checkbox"/> Post Implementation Evidence submission & Reflection to EDU* sim.edu20.org	
Completion date	

Name: _____ School: _____ District: _____
 Preferred Contact: Email _____ Phone: _____ Text _____

Blueprint for Implementation Success: Teaching a Lesson-based Strategy

My role: Learning Strategies Teacher Strategy: _____ # of Students: _____
 Support Teacher Where implementing: _____
 Intensive Reading Teacher My vision for my students by the end of this strategy: _____
 Other: _____

Activities and Anticipated Dates	Preparation Activities, Tools & Materials Needed
First 10 days // // to // //	
<input type="checkbox"/> Read the manual – label sections	
<input type="checkbox"/> Prepare student folders, pretests, review school calendar	
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Completion date	
Next 20 days // // to // //	
Pretest (establishing baseline, and teach)	
<input type="checkbox"/> Administer Pretest	
<input type="checkbox"/> Score Pretest	
<input type="checkbox"/> Shared pretest w/ students	
<input type="checkbox"/> Data entered on Student Progress Chart	
<input type="checkbox"/> Obtain Commitment from students	
<input type="checkbox"/> Post Implementation Evidence submission & Reflection to EDU* sim.edu20.org	
Completion date	



Go to www.mentimeter.com and use the code 44 87 77 2

 Mentimeter

Thinking about your project's virtual PD, rate the strength of each indicator.

Area for Growth	Engages participants in higher-order thinking to learn each critical concept.	Strength of our PD
	Facilitates opportunities for participants to collaborate related to the critical concepts.	
	Facilitates opportunities for each participant to practice applying the critical concepts.	
	Provides constructive feedback within practice opportunities to promote the acquisition of skills.	
	Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	
	Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	



How will the information from this session influence your PD or evaluation of PD?

Extend Your Learning

- Reflect: How will the information from this session influence your PD or evaluation of PD?
- Review the HQPD – 3 Examples (<https://ksdetasn.org/evaluation/hqpd-checklist-resources>)
- Read the Darling-Hammond meta-analysis ([https://learningpolicyinstitute.org/sites/default/files/product-files/Effective Teacher Professional Development REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective%20Teacher%20Professional%20Development%20REPORT.pdf))
- Follow-up with Cindy and Kimberlee (flspdgSIM@gmail.com) to learn more about their PD
- Use the HQPD Checklist to reflect on your own PD. Meet interrater reliability thresholds through guided practice facilitated by Amy (agaumer@ku.edu)