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:

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