Colorado Multi-Tiered System of Supports

OFFICE OF LEARNING SUPPORTS



**Critical Components of Effective Professional Development**

**Have you put the systems in place to ensure effective PD?**

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| **Are the right people receiving the PD?** |
| * Have you selected cohorts of personnel to be trained based on differentiation and readiness? * Is the administration trained to support the PD? |

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| **Have you allocated resources for the effective and sustainable delivery of PD?** |
| * Are there resources to sustain additional PD if needed? * Do you have resources to support a COMTSS Implementation Team (CIT)? * Are there resources to deliver High-Quality Professional Development (HQPD)? * Do you have resources for ongoing technical assistance and coaching? * Do you have resources for data systems to evaluate PD? |

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| **Do you have a system to ensure the delivery of High-Quality Professional Development (HQPD)?** |
| * Is there process to select qualified trainers to deliver HQPD? * Do you have a system to collect data and analyze the effectiveness of the trainers? |

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| **Do you have resources to provide ongoing Technical Assistance (TA) or coaching?** |
| * Have you assigned coaches to continue assistance around the PD? * Do the coaches understand their responsibilities or have a job description? * Are there specific dates assigned to review coaching effectiveness data? |

**Are you assessing the effectiveness of the PD?**

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| **Are you assessing the delivery of High-Quality Professional Development (HQPD) guidelines?** |
| * Do the trainers understand and agree to use HQPD? * Will the CIT review the training to ensure HQPD is delivered? |

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| **Are you assessing participant reactions to the PD?** |
| * Was the trainer good? * Were the materials supportive? * Were facilities and equipment conducive to learning? * Were the stated session objectives met? |

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| **Are you assessing if they learned what we wanted them to know?** |
| * Did the participants acquire the intended knowledge & skills? * Did participants’ attitudes, beliefs, or dispositions change? |

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| **Are you assessing the implementation (fidelity) of the practice?** |
| * Do participants consistently apply the new knowledge and skills effectively? * Are the skills taught during the PD being implemented as intended? |

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| **Are you assessing student outcomes after PD implementation?** |
| How are students’ academic, physical, or emotional well-being or behavior impacted? |

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| **Are you assessing PD impact for organizational support and change?** |
| * Was the organization positively impacted? * Was implementation advocated and supported? |

**What to assess data for:**

* Whether the PD is high quality
* Participant reaction
* Participant learning
* Implementation with fidelity
* Student outcomes
* Organizational change

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| **Are you adjusting and communicating PD based on the data reviewed?** |
| * Are you adjusting/replicating the delivery of PD based on the assessments? * Are you supporting the implementation (fidelity) of the practice based on the data? * Are you assessing student outcomes to make decisions about the practice? * Are you communicating and celebrating the positive impacts of PD with stakeholders? |