

**Workshop: Meeting Numerous HQPD Indicators With a Single Activity**  
**Observation Checklist for High-Quality Professional Development (Version 3.2)**  
**(HQPD Checklist)**

This virtual, collaborative workshop focuses on designing a professional learning activity that meets the HQPD Checklist indicators across multiple domains.

10. Engages participants in higher-order thinking to learn each critical concept.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.
13. Facilitates opportunities for each participant to practice applying the critical concepts.
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.
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.

Prior to watching this webinar, please review the *HQPD Checklist* indicators and examples ([www.researchcollaboration.org/wp-content/uploads/HQPD-Checklist.pdf](http://www.researchcollaboration.org/wp-content/uploads/HQPD-Checklist.pdf)). Jot down activities within the professional development that you provide (or have attended) which address Indicators 10, 12, 13, 14, 15, and 18.

During the webinar, we will share and discuss examples from professional development that we've observed. Participants will leave this session with the expectation that they (ideally in collaboration with others on their project) brainstorm an activity from their own professional development that meets or could meet many of these indicators. During the follow-up coaching session, participants will discuss their examples with the presenters.

As a result of this virtual workshop, participants will:

- Gain a deeper understanding of several *HQPD Checklist* indicators, including how to meet multiple indicators within a single activity.
- Analyze a professional development activity to determine how it meets multiple indicators.
- Revise a professional development activity to meet more of the indicators and/or better meet indicators.

Learn more about the presenters at [www.researchcollaboration.org/about-us](http://www.researchcollaboration.org/about-us)

**The recording for this workshop is available at [youtu.be/MDqvli0OhqE](https://youtu.be/MDqvli0OhqE)**

The workshop will focus on the highlighted indicators. Use this workbook while watching the webinar at [youtu.be/MDqyli0OhqE](https://youtu.be/MDqyli0OhqE).

<b>Preparing for Learning</b>
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.
<b>Contextualizing the Content</b>
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.
<b>Engaging in Learning</b>
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.
<b>Reflecting on Learning</b>
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 current practice and the influence of new learning on their future practice.
17. Establishes a process for participants' continued reflection on implementation and impact.
<b>Transferring Learning to Practice</b>
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.

**Example 1: Teachers of Students With Visual Impairments (TSVI) Preparation & Mentorship Project**

**Learning Objective: Improve participants’ skill level and confidence in performing a Functional Vision Assessment**

For the Functional Vision Assessment training, videos were shown to the participants to model the process of Sensory Response Recording using the Sensory Learning Kit (SLK) with an actual student. The participants critiqued the video, sharing their thoughts, including identifying student behaviors, successful techniques used by the TSVI, and discussing areas for improvement, in a small group and then with the large group. The presenter modeled specific techniques, such as hand placement, with audience volunteers. Then, the participants split into pairs (many pairs included an experienced mentor) to complete aspects of the assessment that were presented in the video example. Participants practiced administering the SLK assessment component, then completed the corresponding form, recording the sensory response. The experienced mentors and presenter provided corrective feedback to each participant as they performed their tasks. Key points and observations were then shared out to the large group.

<b>Indicator</b>	<b>Was This Indicator Met? How?</b>
10. Engages participants in higher-order thinking to learn each critical concept.	The participants critiqued the sample student videos as a large group, identifying student behaviors, identifying successful techniques, and discussing areas for improvement.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	Participants collaborated in small groups and as a large group when discussing the video examples. Participants worked in partners to utilize the SLK kits using visual impairment simulators to have more accurate practice.
13. Facilitates opportunities for each participant to practice applying the critical concepts.	Participants worked with partners to perform the Functional Vision Assessment using the SLK kits and visual impairment simulators to have more accurate practice.
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	The presenters and mentors provided immediate feedback to each participant.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	Performance based assessment—participants were given immediate corrective feedback based on a checklist that was provided to all participants.
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	Forms, templates, checklists, and completed sample reports were provided in a binder to ensure the participants are successfully completing each part of the SLK assessment.

## Example 2: Infinitec

### Activity: Working as a team to design a digital text-to-speech resource for a student

#### Self-assessment

Each participant completes the *Pre Self-Assessment of Confidence to Participate on a Team and Promote AT Implementation Indicators*.

#### Fishbowl activity—mock team participation; 20 participants with 4 teams of 5

Each attendee participates on a mock educational planning team for one student described in the *Digital Text Student Case Studies*. Each team member takes on one role identified in the case study. The team reviews the criteria for their interactions to address the educational needs of the student based on the *Quality Indicators for Assistive Technology Implementation (QIAT)*, pp. 9–10. Their target is to perform at a Level 5 for each quality indicator.

The team also reviews the student information, including the SETT Framework summary and the PAR data, and role-play data-informed discussions to make decisions about 1) procedures to support reading, 2) general education implementation plan, 3) general education placement; and 4) transition planning.

#### Fishbowl activity—observers

The other participants and presenters observe the team interaction. At the end of the role-play, the participants provide a score to the team for each indicator (*QIAT*, pp. 9–10). The presenters guide the discussion and provide their expert feedback to the team on each indicator.

The fishbowl rotates, giving each person an opportunity to participate in the mock team and observe each of the three other teams.

#### Self-assessment and reflection

After all teams have presented and received feedback on the indicators, the participants complete the *Post Self-Assessment of Confidence*. The presenters guide whole-group discussion and reflection on improved confidence and implications for practice. The participants are expected to continue to use the *QIAT* rubric to guide implementation and reflection. Follow-up coaching is provided.

#### Based on this limited information, which HQPD indicators do you think the activity met?

Indicator	Was This Indicator Met? How?
10. Engages participants in higher-order thinking to learn each critical concept.	
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	
13. Facilitates opportunities for each participant to practice applying the critical concepts.	
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.	
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	

**Example 3: School Mental Health Initiative Example**

**Workshop: Conducting a trauma-informed functional behavioral assessment (FBA) and implementing a student support plan (SSP)**

Prior to the training, teams selected a student to collaboratively begin the process of developing a trauma-responsive student support plan (criteria for selecting this student was outlined). Project coaches were seated with each team, coaching them through the process by answering questions, facilitating conversations, and guiding the completion of the FBA document. Following the delivery of content on trauma-responsive alternatives to traditional functions of behaviors, each participant answered a Mentimeter question (multiple-choice knowledge item) related to these factors. Justification for the correct answer was provided by the presenter. Then teams collaborated on this element:

<b>Element 4: Identify factor(s) related to function of behavior.                      Develop a working hypothesis regarding why the student behaves as they do. Check the factor that best explains the behavior.</b>	
Working Hypothesis	
<input type="checkbox"/> Biological Regulation <input type="checkbox"/> Social Connectedness <input type="checkbox"/> Emotional Regulation <input type="checkbox"/> Avoidance of Curriculum/Instruction <input type="checkbox"/> Communication Skills <input type="checkbox"/> Cultural Environmental Skills	

Apart from each element being outlined within the training content, teams were also provided with a reference listing each of the factors above and explaining them in detail. During the workshop, teams considered each possible function before determining the most likely one(s) to explain the student’s behavior and write their working hypothesis.

**Which HQPD Checklist indicators does this activity include? Be prepared to justify your answer.**

Indicator	Was This Indicator Met? How?
10. Engages participants in higher-order thinking to learn each critical concept.	
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	
13. Facilitates opportunities for each participant to practice applying the critical concepts.	
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.	
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	

**Action Steps**

<input checked="" type="checkbox"/>	<b>Action Step Prior to Coaching Session</b>	<b>Notes</b>
	Identify your peer coach.	
	Select the professional development activity that you will analyze and enhance.	
	Determine a time to meet with your peer coach to discuss your example.	
	Email <a href="mailto:tasneval@ku.edu">tasneval@ku.edu</a> to determine a time to meet with the an Evaluation Team member to discuss your example.	
	Prepare to verbally share your example with the Evaluation Team.	
<input checked="" type="checkbox"/>	<b>Action Step After Coaching Session</b>	<b>Notes</b>
	Determine a time to debrief with your peer coach.	
	Apply the feedback to the professional development activity that you analyzed and enhanced.	
	Identify ongoing coaching support with your peer coach.	
	If you would like to discuss your PD activities with an Evaluation Team member prior to any event, please email <a href="mailto:tasneval@ku.edu">tasneval@ku.edu</a> .	
	Inform the Evaluation Team of the scheduled events in which you'll be facilitating your enhanced activity.	
	The Evaluation Team will attend, observe, and provide feedback on the event.	
	Meet with the Evaluation Team to reflect, discuss, and continue to enhance the PD.	
	Continue the planning, implementation, analysis, reflection, and coaching process with your peer coach and the Evaluation Team.	

# Meeting Numerous *High-Quality Professional Development (HQPD)* Indicators With a Single Activity (Session 1)

Amy Gaumer Erickson, Ph.D.

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Kasey Monroe

Margo Lauer

<https://www.ksdetasn.org/evaluation/>

## Participants will:

1. Gain a deeper understanding of several *Observation Checklist for High-Quality Professional Development—Version 3.2 (HQPD Checklist)* indicators, including how to meet multiple indicators within a single activity.
2. Analyze a professional development (PD) activity to determine how it meets multiple indicators.
3. Revise a PD activity to meet more of the indicators or better meet the indicators.

## Agenda

### June 8 (2:00–3:30)

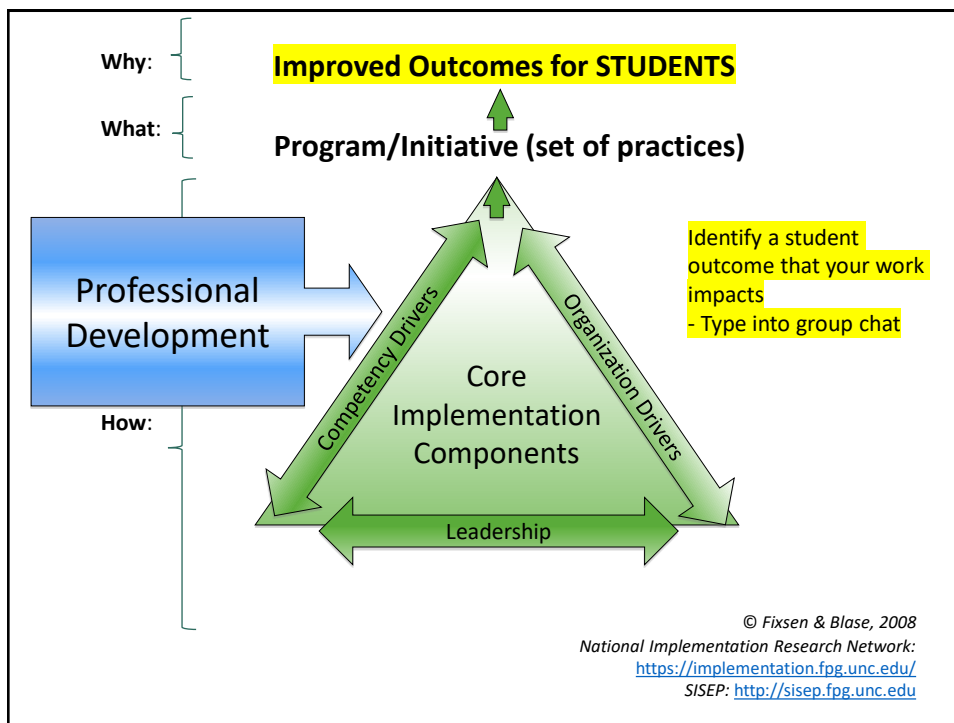
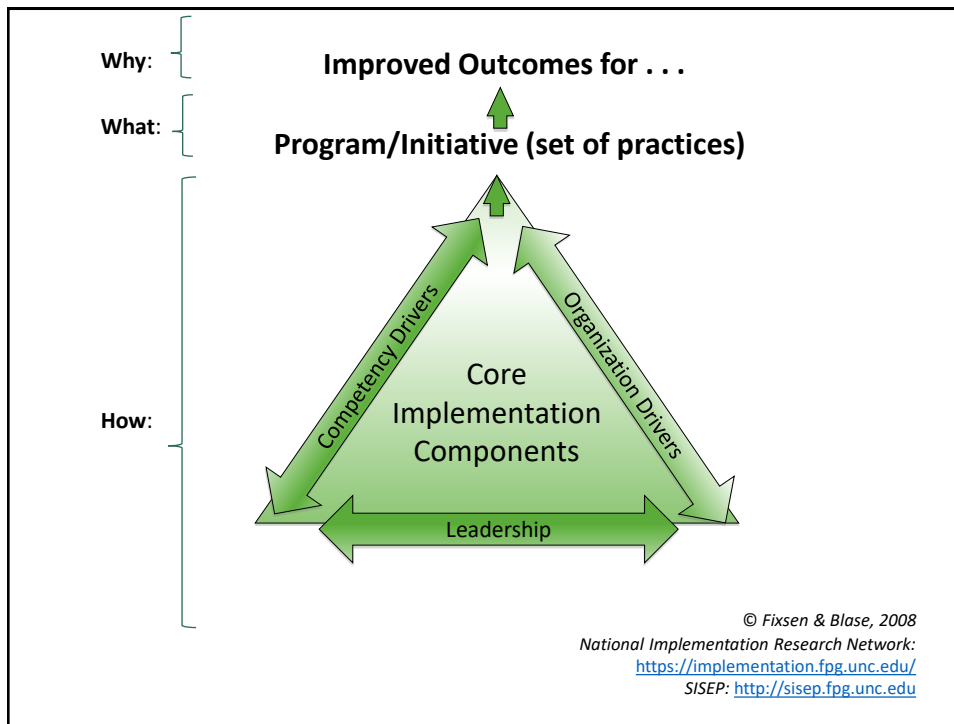
- Explore PD Research
- Analyze activities that meet numerous indicators
- Determine next steps
- Bonus: Evaluate the session using the *HQPD Checklist*

### Homework

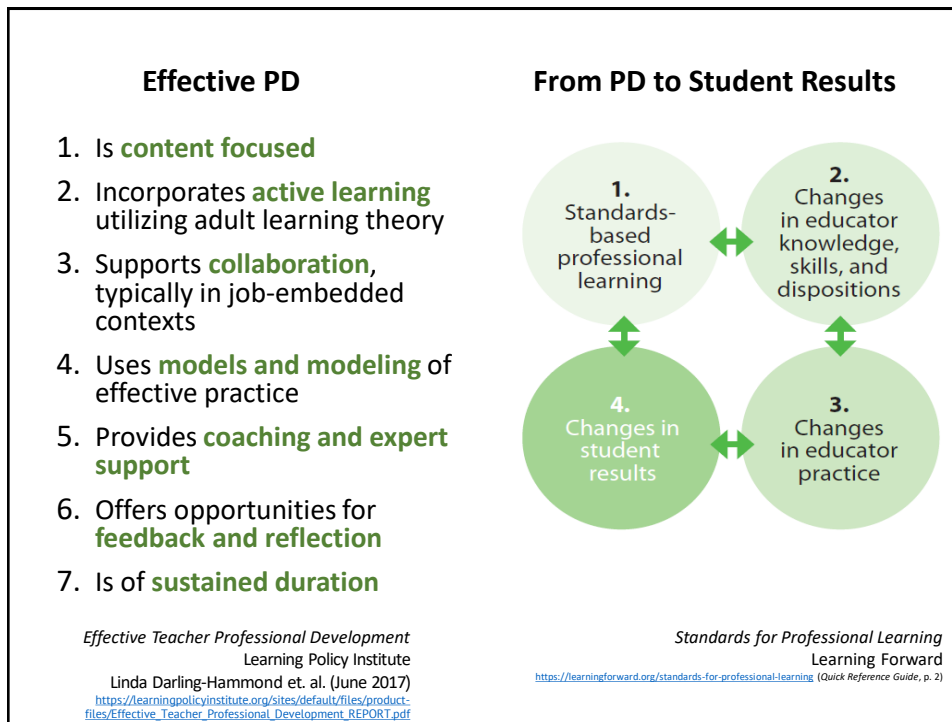
- Enhance an activity within your PD to address numerous indicators (share with your peer coach)

### June 11 (2:00–3:30)

- Describe your enhanced PD activity
- Provide feedback to others
- Determine next steps







## Observation Checklist for High-Quality Professional Development —Version 3.2

<b>Domains</b>	Have you been observed by the Evaluation Team?
<ul style="list-style-type: none"> <li>• Preparing for Learning</li> <li>• Contextualizing the Content</li> <li>• Engaging in Learning</li> <li>• Reflecting on Learning</li> <li>• Transferring Learning to Practice</li> </ul>	<ul style="list-style-type: none"> <li>- Click on Participants</li> <li>- Select Yes or No</li> </ul>

Gaumer Erickson, A. S., Noonan, P. M., Ault, M., Monroe, K., & Brussow, J. (2023). *Observation Checklist for High-Quality Professional Development* (Version 3.2). Center for Research on Learning, University of Kansas.  
<https://www.researchcollaboration.org/wp-content/uploads/HQPD-Checklist.pdf>

## 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.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.
16. Facilitates opportunities for participants to reflect on current practice and the influence of new learning on their future 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.

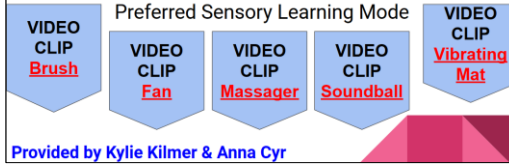
## Example 1 (I DO)

### **Example 1: Teachers of Students With Visual Impairments (TSVI) Preparation & Mentorship Project**

**Learning Objective: Improve participants' skill level and confidence in performing a Functional Vision Assessment**

## Video Clips of SLK

The Power of identifying a student's Preferred Sensory Learning Mode



Provided by Kylie Kilmer & Anna Cyr

### Engaging in Learning

10. Engages participants in higher-order thinking to learn each critical concept.	The participants critiqued the sample student videos as a large group, identifying student behaviors, identifying successful techniques, and discussing areas for improvement.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	Participants collaborated in small groups and as a large group when discussing the video examples.

## Activity 2 - Language of the Hand



## Activity 3 - Ways to Communicate



### Engaging in Learning

12. Facilitates opportunities for participants to collaborate related to the critical concepts.	Participants worked in partners to utilize the SLK kits using visual impairment simulators to have more accurate practice.
13. Facilitates opportunities for each participant to practice applying the critical concepts.	Participants worked with partners to perform the Functional Vision Assessment using the SLK kits and visual impairment simulators to have more accurate practice.

## Check for Understanding A



### Reflecting on Learning

14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	The presenters and mentors provided immediate feedback to each participant.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	Performance based assessment—participants were given immediate corrective feedback based on a checklist that was provided to all participants.

## TSBVI LMA TEXTBOOK - FORMS

- Form 8 Functional Learning Media Checklist
- Form 9 Indicators of Readiness for a Functional Literacy Program
- Form 10 Initial Selection of Functional Literacy Medium
- Form 11 Continuing Assessment of Functional Literacy Media

### LEARNING MEDIA ASSESSMENT REPORT

Based on the Aps Sensory Learning Kit (SLK)  
By Allie Smith  
And the Learning Media Assessment  
By Alan Koenig

#### SECTION 1 – GENERAL STUDENT INFORMATION

1. Student Name: John
2. Age: 33 months
3. School District/School:
4. Dates of Assessment: 2/3, 2/8, 2/15, 4/12, 4/29
5. Assessment Team: OT, TVL, Nurse
6. Date of Report: 5/2

#### SECTION 2 – BACKGROUND INFORMATION

The Learning Media Assessment (LMA) is a required assessment for students with visual impairments, including those with additional disabilities. The data from the LMA is used to determine the most appropriate learning/literacy media (learning materials) for the student. Aside from determining if Braille is an appropriate learning or literacy medium for the student, it addresses, for students with additional disabilities, all sensory channels, to identify which channels and associated materials are accessible to the student and can be used for learning. The following data were collected during the SLK assessment and recorded on the Sensory Response Record.

**Review of Records:** J has been receiving early intervention services since birth. He spends his day at home with private duty nursing through Bayada Nursing while mom works. He spends the majority of his day in his bedroom. He is either in his crib, lying on the floor, or in his adapted chair. His medical care is provided through the Children's Hospital.

### Transferring Learning to Practice

18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	Forms, templates, checklists, and completed sample reports were provided in a binder to ensure the participants are successfully completing each part of the SLK assessment.
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## Example 2 (WE DO)

### Example 2: Infnitec

**Activity: Working as a team to design a digital text-to-speech resource for a student**

## Which HQPD Indicators were met?

HQPD Indicator	Stamp if the indicator was met - Click on <i>Annotate</i> and then <i>Stamp</i> - Click on the screen to stamp
10. Engages participants in higher-order thinking to learn each critical concept.	
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	
13. Facilitates opportunities for each participant to practice applying the critical concepts.	
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.	
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	

## Was the HQPD Indicator Met?

Indicator	Was This Indicator Met? How?
10. Engages participants in higher-order thinking to learn each critical concept.	Yes. The participants <b>analyze</b> the student data, review the <i>Quality Indicators for Assistive Technology Implementation</i> , and <b>create</b> a role-play situation in which they meet the <i>QIAT Indicators</i> . They also observe and <b>analyze</b> the role-played scenarios of several other teams and provide feedback based on the <i>QIAT Indicators</i> .
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	Yes. The participants are divided into teams. In these teams, they collaboratively develop a role-play that incorporates 1) reviewing student performance data (content addressing digital literacy) and 2) developing a role-play that incorporates <i>QIAT Indicators</i> (critical content addressing implementation of assistive and instructional technology).
13. Facilitates opportunities for each participant to practice applying the critical concepts.	Yes. All participants are involved in a role-play, taking on the role of members of an IEP team while trying to meet Level 5 for each quality indicator.
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	Yes. During the debrief after each role-play situation, the observing participants provide feedback to the team that was observed during the role-play. The presenters then provide feedback and clarification about what was observed based on each <i>QIAT Indicator</i> , providing an expert model.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	Yes. After observing a role-play, the participants rate the performance based on the <i>QIAT Indicators</i> . This involves reviewing each indicator, analyzing the role-play example, and determining how well the observed team addressed each indicator. The presenters then discuss how they rated their observation on the role-play, providing an expert model for use of the rubric against which the participants compare their analysis.  While the <i>Pre/Post Self-Assessment</i> does provide an opportunity for reflection on learning, it does not provide evidence of learning. To do this, the assessment would need to be expanded to assess knowledge in addition to assessing confidence.
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	Yes. The <i>QIAT Indicators</i> provide criteria for successful practice of strategies for implementation of assistive and educational technology.

## Example 3 (YOU DO)

### Example 3: School Mental Health Initiative Example

**Workshop: Conducting a trauma-informed functional behavioral assessment (FBA) and implementing a student support plan (SSP)**

Prior to the training, teams selected a student to collaboratively begin the process of developing a trauma-responsive student support plan (criteria for selecting this student was outlined). Project coaches were seated with each team, coaching them through the process by answering questions, facilitating conversations, and guiding the completion of the FBA document. Following the delivery of content on trauma-responsive alternatives to traditional functions of behaviors, each participant answered a Mentimeter question (multiple-choice knowledge item) related to these factors. Justification for the correct answer was provided by the presenter. Then teams collaborated on this element:

Element 4: Identify factor(s) related to function of behavior.  
Develop a working hypothesis regarding why the student behaves as they. Check the factor that best explains the behavior.

Working Hypothesis
<input type="checkbox"/> Biological Regulation
<input type="checkbox"/> Social Connectedness
<input type="checkbox"/> Emotional Regulation
<input type="checkbox"/> Avoidance of Curriculum/Instruction
<input type="checkbox"/> Communication Skills
<input type="checkbox"/> Cultural Environmental Skills

Apart from each element being outlined within the training content, teams were also provided with a reference listing each of the factors above and explaining them in detail. During the workshop, teams considered each possible function before determining the most likely one(s) to explain the student's behavior and write their working hypothesis.

<b>Quiet Time: Think about whether the example meets each indicator.</b>
10. Engages participants in higher-order thinking to learn each critical concept.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.
13. Facilitates opportunities for each participant to practice applying the critical concepts.
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.
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.

Was the HQPD Indicator Met?

## Was the HQPD Indicator Met?

Indicator	Was This Indicator Met? How?
10. Engages participants in higher-order thinking to learn each critical concept.	Yes. Participants used the information provided to <b>create/hypothesize</b> regarding the function of the student's behavior. Additionally, participants <b>applied</b> new learning and <b>analyzed</b> which specific factors drove this behavior.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	Yes. The entire activity was a collaborative experience for participants.
13. Facilitates opportunities for each participant to practice applying the critical concepts.	Yes. Although <i>each</i> participant didn't necessarily fill out the form, each practiced application of the content through reviewing the information provided and collaborating with their colleagues to determine which factors best represented their target student's underlying needs.
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	<b>Probably</b> . It is strongly implied in the example that coaches, seated with each team, provided constructive feedback. You would have to be present to verify that coaches were specifically providing constructive feedback during the activity.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	Yes. Each participant was engaged in knowledge assessment through the Mentimeter question; corrective feedback was provided through the presenter's justification for the correct response.
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	<b>Maybe</b> . Although, taken as a whole, the elements of the Student Support Plan completed by participants clearly outline the process of developing the plan, you would need to access the additional information provided to determine whether criteria denoting <i>successful</i> implementation were provided.

## Reflecting on Learning

- Which indicators are strengths of your PD?
- Which indicators seem the hardest to address in your PD?
- How will the information from this workshop influence your PD?
- How might you share your learning with others on your project?



## Next Steps

### Extend your Learning

- Use the *HQPD Checklist* to provide us with feedback. Please email your feedback to [agaumer@ku.edu](mailto:agaumer@ku.edu)
- Review 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_Teacher_Professional_Development_REPORT.pdf))
- Review the *HQPD Examples* (<https://www.researchcollaboration.org/wp-content/uploads/HQPD-Checklist-Examples.pdf>), reflecting on your new learning from the webinar.

### Required: Complete the Actions Steps (see workbook)

- Identify a peer coach
- Select the PD activity that you will analyze and enhance
- Determine a time to meet with your peer coach to discuss your example
- Prepare to verbally share your example with the Evaluation Team
- Schedule a time to meet with the Evaluation Team (email [tasneval@ku.edu](mailto:tasneval@ku.edu))

Continued reflection through ongoing planning, PD delivery, observation, feedback and reflection, coaching, and refinement