

Outline for Designing High Quality Training

The following outline lists the key components for consideration when designing training. This outline incorporates the elements of high quality professional development which includes consideration for adult learning principles (Archibald, Coggshall, Croft, & Goe, 2011; Duda, Van Dyke, Borgmeier, Davis, & McGlinchey, 2011; Dunst & Trivette, 2009; International Association of Learning Educators, 2011). This outline should be used in conjunction with the Observation of High Quality Training when evaluating the quality of training and providing recommendations for improvement.

Jenson, R. (2013). *Outline for Designing High Quality Training*. UMKC Institute for Human Development, Kansas City, MO.

High Quality Training Design: Components, Purpose, and Examples

Component	Purpose	Examples of Content
Preparation	Provide opportunity for learners to engage in the content prior to the formal training	<ul style="list-style-type: none"> • Learning objectives • Expectations for the training • Preparatory reading • Reflection exercise
Opening & introductions	Provide an overview of the day, including reviewing learner objectives and outcomes	<ul style="list-style-type: none"> • Session at-a-glance • Introductions • Norms • Pre-assessment
Why the topic is important	Review the basics and relevance to improved services	<ul style="list-style-type: none"> • Implications for improved outcomes • Ways implementation aligns with standards of practice
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation.	<ul style="list-style-type: none"> • Core concepts • Glossary of terms • Implementation example
Unpacking the topic	Explore the core components and implementation steps.	<ul style="list-style-type: none"> • Detailed description of the core components • Rationale for components • Detailed implementation steps
Topic in practice	Provide opportunity for learners to discuss what application in the real world setting looks like.	<ul style="list-style-type: none"> • Detailed description of what implementation looks like • Group discussion on what implementation looks like in a variety of contexts • Measuring fidelity • Using data to inform practice

Jenson, R. (2016). *Improving practices with high quality training and coaching: Handout*. AUCD Webinar

Component	Purpose	Examples of Content
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their daily practice.	<ul style="list-style-type: none"> • Reflection on what implementation would look like in their contexts • Discuss and problem-solve potential challenges to implementation and fidelity drift
Assessment & reflection	Provide opportunity for the learners to reflect on their learning and potential implementation challenges.	<ul style="list-style-type: none"> • Post-assessment learner knowledge • Reflect on personal context and implementation
Closing & follow-up	Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching.	<ul style="list-style-type: none"> • Template for outlining implementation steps in personal contexts and follow-up coaching • Additional resources for further learning

Observation Checklist for High Quality Training

Note: The checklist below is an adapted version of the *Observation Checklist for High Quality Professional Development Training* which was originally designed for use in school contexts. This wording of the items in this version has been adapted slightly in order to better apply to a variety of service settings. All other elements, including format and intended use are the same.

This checklist is designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Adapted from: Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

The professional development provider:	Observed? (Check if Yes)
Preparation	
1. Provides a description of the training with learning objectives prior to training	
Evidence or example:	
2. Provides readings, activities, and/or questions to think about prior to the training	
Evidence or example:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
Evidence or example:	
4. Quickly establishes or builds on previously established rapport with participants	
Evidence or example:	
Introduction	

The professional development provider:	Observed? (Check if Yes)
5. Connects the topic to participants' context (e.g., community, school, work setting)	
Evidence or example:	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
Evidence or example:	
7. Content builds on or relates to participants' previous professional development	
Evidence or example:	
8. Aligns with professional standards or goals	
Evidence or example:	
9. Emphasizes impact of content improving outcomes	
Evidence or example:	
Demonstration	
10. Builds shared vocabulary required to implement and sustain the practice	
Evidence or example:	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
Evidence or example:	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
Evidence or example:	
Engagement	
13. Includes opportunities for participants to practice and/or rehearse new skills	

The professional development provider:	Observed? (Check if Yes)
Evidence or example:	
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
Evidence or example:	
15. Includes opportunities for participants to interact with each other related to training content	
Evidence or example:	
16. Adheres to agenda and time constraints	
Evidence or example:	
Evaluation	
17. Includes opportunities for participants to reflect on learning	
Evidence or example:	
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	
Evidence or example:	
19. Engages participants in assessment of their acquisition of knowledge and skills	
Evidence or example:	
Mastery	
20. Details follow-up activities that require participants to apply their learning in a new setting or context	
Evidence or example:	
21. Offers opportunities for continued learning through technical assistance and resources	

The professional development provider:	Observed? (Check if Yes)
Evidence or example:	
22. Describes opportunities for coaching to improve fidelity of implementation	
Evidence or example:	

References

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