

Gardner Public Schools

Administrator Attestation of Completion of Staff Facilitated Professional Development

Facilitator(s) _____

Date completed _____

of PDP's recommended _____

Indicate which HQPD standards were met _____

Comments _____

Signature of Principal/Dept Head

Date

Central Office Approval

Date

Massachusetts Professional Development Standards and Indicators

	Standards	Indicators
CONTENT STANDARDS	1. HQPD has clear goals and objectives relevant to desired student outcomes.	1.1 Professional development goals specify intended student outcomes. 1.2 Educator learning objectives specify changes in knowledge, skills, and practices necessary to achieve the intended student outcomes. 1.3 Learning objectives are written in SMART Goal format. <ul style="list-style-type: none"> • Specific & Strategic • Measureable • Action-Oriented • Rigorous/Realistic/Results-focused • Timed/Tracked
	2. HQPD aligns with State, District, School, and/or educator goal priorities.	2.1 Professional development goals align with educator performance standards, individual professional growth goals, and/or state, district, or school improvement priorities. 2.2 Professional development prepares educators to address State, District, School and individual goals priorities.

PROCESS	3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives and audience.	<p>3.1 Student data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience.</p> <p>3.2 Educator data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience.</p>
	4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.	<p>4.1 Formative assessment using multiple sources of data measures progress toward professional development goals and learning objectives.</p> <p>4.2 Summative evaluation measures the attainment of professional development goals and learning objectives.</p> <p>4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development.</p>
	5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.	<p>5.1 Professional development includes collaboration among educators to generate relevant, role-specific applications of their learning.</p> <p>5.2 Skillful, prepared facilitators use protocols, processes, and strategies to facilitate collaboration during and after professional development to support implementation of learning.</p>
PROCESS STANDARDS	6. HQPD advances an educator’s ability to apply learnings from the professional development to his or her particular content and/or context.	<p>6.1 Professional development includes multiple opportunities for educators to practice their learning and receive feedback.</p> <p>6.2 Professional development supports educators to identify multiple applications of their learning within their everyday workplace responsibilities.</p>
	7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators	<p>7.1 Professional development uses effective, research-based, adult learning strategies.</p> <p>7.2 Professional development incorporates strategies for active engagement of learners.</p> <p>7.3 Professional development facilitators model the practices needed to attain goals and learning objectives.</p> <p>7.4 Professional development includes personalization and differentiation to meet unique learning needs of educators.</p>
CONTEXT STANDARDS	8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.	<p>8.1 Sufficient resources (time, funding, staff, materials, technology, etc.) are available to provide sustained support over time for full implementation of learning to attain goals and learning objectives.</p> <p>8.2 Professional development resources are allocated equitably to address high-priority needs.</p>
	9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives	<p>9.1 Skillful, prepared facilitators with content expertise lead professional development.</p> <p>9.2 Facilitators of professional development seek and use feedback, coaching, and other supports to improve their knowledge, skills, and practice as leaders of learning.</p>
	10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.	<p>10.1 Professional development incorporates strategies to connect new learning with learners’ past learning and experiences.</p> <p>10.2 Individual professional development sessions or meetings link together in a logical and sequential manner to promote attainment of the goals and learning objectives.</p>