



## 12.2

### Professional Development Planning Checklist

- ☐ *Outcomes.* Explain what participants will know or be able to do as a result of the PD.
- ☐ *Make a connection* between the PD topic and system/school goals/initiatives.
- ☐ *Opener.* Relate the opener to your topic. Provide an opportunity for participants to briefly interact and “break the ice.”
- ☐ *Model practices.* Include opportunities to model and have participants experience the practices you are addressing. Make connections to NCTM’s Effective Teaching Practices, as appropriate.
- ☐ *Chunk your session to include these blocks:*
  - Prime Time 1—the first opportunity participants will have to learn new information
  - Processing Time—time for small groups/pairs to interact and process new material
  - Prime Time 2—a second opportunity for participants to learn new information (e.g., whole group debriefing/sharing of ideas)
- ☐ *Include small group interaction/processing/discussion.* Do this two to three times during the session.
- ☐ *Include examples* of classroom practices and practical ideas teachers can walk away with and use right away.
- ☐ *Closure/reflection.* Model effective closure reflection—use structures that could be used with students. Include an opportunity for participants to identify how they will use/act on the new information.

*Source: Developed by Corrine Gorzo, Howard County Public Schools, MD (2009). Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.*