

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., Mc Gatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.*

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.