



## High-Quality Professional Learning Alignment Checklist

Purpose: The following checklist is meant to inform understanding, selection, and offerings of a professional learning resource specific to remote, blended and hybrid learning for Ohio educators.

### Professional Learning Type: Check the appropriate box

Single Session  
(Workshop)

Series of Sessions  
(Scope & Sequence)

Professional Learning Program  
(Intensive: includes a scope and  
sequence series and coaching/TA  
support)

Reviewer: \_\_\_\_\_

Resource: \_\_\_\_\_

Review Date: \_\_\_\_\_

\_\_\_\_\_

### Directions:

- Utilize and complete the following inventory checklist while reviewing a remote, blended, and/or hybrid professional learning offering.
- If standards one and two are not met, the training is not aligned with the Support Squad scope of programming and Support Squad funds cannot be leveraged for the specific professional learning offering.
- When standards one and two are met, the training inventory, customer review (when applicable), and perceived alignment sections can be completed to further define the quality and depth of professional learning resources to inform potential use/ procurement.
- Within an applicable standard, if an indicator is not met or not applicable, please note the reason that decision was made within the "Notes By Reviewer" column.

### Review Process:

Only Ohio RemotEDx Concierge members, led by OESCA Program Cabinet will serve as the reviewers. All reviewers will be free of any conflicts of interest for an identified potential resource. If a reviewer directly knows the individuals or has any direct affiliation with the organization submitting a resource, service or program for review, the reviewer must recuse him or herself from the review. All reviewers have expertise in education and professional development. Identified resources aligned with priority needs will be independently reviewed against standards 1 and 2 by at least two reviewers. Review findings for checklist components 1&2 as well as the training inventory will be shared with the service/content provider upon written request to the RemotEDx Support Squad Program manager, OESCA Deputy Director. Questions regarding priority needs and resources may be directed to the RemotEDx Support Squad Program manager, OESCA Deputy Director.

<b>Standard 1:</b> Professional learning content supports remote, blended, and/or hybrid learning.			
	Met	Not Met	Notes By Reviewer
1.1 Professional development provider's description of professional learning includes objectives aligned with supporting remote, blended, and/or hybrid learning.			
1.2 Professional development provider's training agenda is aligned with effective practices to support remote, blended, and/or hybrid learning.			
<b>Standard 2:</b> Professional learning content reflects high-quality teaching and learning.			
	Met	Not Met	Notes By Reviewer
2.1 Professional learning content is based on evidence-based practices (there is data referenced that this practice is effective).			ESSA Tier : Level 1 – Level 2—Level 3—Level 4
2.2 Professional development content highlights impact on student learning outcomes using training materials/strategies.			
2.3 Professional learning information includes how <i>content/educator</i> (circle one or both) supports differentiation for student learners.			
2.4 Professional learning information includes how <i>content/educator</i> (circle one or both) supports accessibility for student learners.			
2.5 Professional learning information includes how <i>content/educator</i> (circle one or both) supports engagement for student learners.			
2.6 Professional learning content includes opportunities for participant interaction and reflection on how material addresses remote, blended, and/or hybrid learning needs.			
2.7 Professional development offers opportunities for continued learning (for example: articles, resources, trainer contact information, coaching, etc.)			
2.8 Evidence is provided of professional development eliciting feedback from participants.			

\*Standards 1& 2 informed by: Noonan, P., Langham, A., Gaumer Erickson, A. (2013). *Observation Checklist for High-Quality Professional Development Training* Center for Research on Learning, University of Kansas, Lawrence, Kansas. Rubric content is aligned to: [Ohio Standards for Professional Development](#)

**Professional Learning Resource Approved** (standards 1 &2 are met): \_\_\_\_\_

**Professional Learning Resource Not Approved:** \_\_\_\_\_

**Note:** If standards one and two are not met, the training is not aligned with the Support Squad scope of programming and funds cannot be leveraged for the specific professional learning offering.

**Directions:**

If approved, complete the following training inventory, customer review (when applicable), and perceived alignment sections.

Training Inventory			
	Evidence	No Evidence	Notes By Reviewer
A. Teachers plays the role of the student to explore the resource(s) through a student's perspective.			
B. Parent/Caregiver plays the role of the students to explore the resource(s) through a student’s perspective.			
C. Professional development includes modeling of teacher instruction to promote understanding of educational practice and tools .			
D. Evidence of cultural sensitivity embedded within professional learning content.			
E. Professional learning highlights how to generate/use student data for progress monitoring.			
F. Training provides necessary resources for implementation.			
G. Evidence of job-embedded, professional learning cycle. (Applicable for series of sessions and/or Professional Learning Program only)			
H. Facilitates and maintains learning communities focused on continuous improvement and goal alignment. (Applicable for Professional Learning Program only)			

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<b>Customer Review</b>	
In instances where a client Ohio educational entity can be identified, a brief interview can be conducted to obtain pertinent information gauging the quality alignment of the content and/or service to address regional need(s).	
User Review Date	
Ohio Educational Entity:	
Interviewee, Title	
What was the purpose of using the content and/or service?	
Were needs not met/ met/ or exceeded, why?	
In what instances would you recommend use of the content and/or service to other educational entities?	
What insights and/or lessons learned do you have regarding this specific content and/or service?	
Do you have an existing contract for this service provider/ vendor?	
Is there anything else you would like me to know about this content and/or service?	

<b>Perceived Alignment (reviewer notes on alignment of resource to identified need)</b>

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