### Appendix A: The Massachusetts Standards for Professional Development – Draft May 2012

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<th>Standard</th>
<th>Programmatic Indicators</th>
<th>Course/Session Indicators</th>
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<td><strong>CONTENT</strong></td>
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| 1. HQPD has clear goals and objectives relevant to desired student outcomes | - Goals for the PD program drive the particular courses or sessions that are offered  
- There are clear goals for the PD program or system  
- There are SMART objectives connected to each goal  
- Goals are made explicit and are articulated to staff, participants, etc. | - There are SMART objectives  
- The objectives are relevant to participants’ roles, functions, and responsibilities.  
- Objectives are made explicit to participants  
- Objectives advance participants knowledge, skills, and/or abilities |
| 2. HQPD aligns with state, district, school, and/or educator goals or priorities. | - The program goals are aligned to state, district, school, or educator goals and priorities.  
- Evidence of alignment between program goals and identified needs is provided. | - There is identification of what the course/session objectives align to, including any applicable MA standards, frameworks or guidance, district or school improvement plan, etc...  
- Evidence of alignment is provided, such as through a crosswalk chart, rubric, or checklist. |
| **PROCESS** | | |
| 3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience. | - Analysis of multiple sources of data is conducted in accurate ways to understand the fullness of the context and/or content of the program.  
- Data is considered to narrow the focus of PD goals | - Data is considered to identify objectives  
- Data is considered relevant to the audience to be addressed  
- Analysis of data informs the design and delivery of the PD |
| 4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives. | - There is a method in place to gather information about educator reaction to and satisfaction with the professional development  
- There is a method in place to gather information on the initial impact of the professional development on educator’s level of confidence to further engage in their practice  
- The PD program is evaluated to ensure program goals were met. | - There is a method in place to determine participants’ prior knowledge and understanding of topic(s) to be addressed (e.g. pre-test, survey, etc...). Methods are chosen based on identified objectives  
- There is a method in place to determine participants’ growth or learning as stated in identified objectives (e.g. post-test, portfolio, observation, follow-up meetings, etc.). Methods are chosen based on identified objectives  
- Formative & Summative assessments are used to determine that objectives were met (or learned) by participants |
| 5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives. | - There is time set aside for educators to meet and collaborate regularly  
- Teams are carefully crafted based on the program goals.  
- Team members are provided time to follow-up on learnings and new applications. | - Instructor/facilitator promotes a culture of sharing and respect  
- Opportunities are provided for collaboration during the session  
- Participants are actively engaged with each other about identified objectives |

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1 SMART – Specific, Measureable, Achievable, Realistic, Timely
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| 6. | HQPD advances an educator’s ability to apply learnings from the professional development to his or her particular content and/or context. | • Time and opportunity is given to educators to consider the application of learnings to their content or context  
• Educators have multiple opportunities for reflection | • Time and opportunity are given – such as an activity- to participants to consider the application of learnings to their content or context  
• Educators have multiple opportunities for reflection  
• Discussions and/or activities build educators’ confidence to apply learning to content or context – as self-reported (Note: how will PD provider measure that.)  
• Discussions or activities take place that advance educators’ ability to meet the needs of diverse learners. |
| 7. | HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators. | • There is the application of proven principles of adult learning theory | • There is use of good pedagogical practice based on current research in the particular field or content  
• There is the application of proven principles of adult learning theory |
| **CONTEXT** | 8. | HQPD makes use of relevant resources to ensure that the identified goals and objectives are met. | • PD programs prioritize resources such as funding, technology, personnel, etc. to achieve the goals.  
• PD program leaders monitor resources to ensure that goals are achieved | • The necessary resources for the session, course, etc. are identified  
• There is the articulation of how the resources support learning of the identified objectives  
• There is a clear understanding of the availability of resources for participants and how those resources will be provided in the professional development |
| 9. | HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives. | • PD program managers or leads ensure that instructors are qualified to teach, lead, or facilitate the specified sessions or courses. | • Instructor provides proof of qualifications to entity sponsoring/providing PD  
• The Instructor qualifications are explicitly and clearly connected to the topic of the PD as stated in the identified objectives  
• There is a qualified instructor, facilitator, or team leader that helps guide discussions and monitors progress towards goals. |
| 10. | HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators. | • Individual courses/sessions are related and build on each other to achieve program goals.  
• There is someone who ensures consistency across the set of PD offerings. | • Sessions are sequential and move participants towards the identified objective(s)  
• There is a rationale for the sequence of sessions  
• Individual sessions work together to create a coherent PD experience |