

LCI is committed to designing and delivering meaningful Professional Development to participants. We've developed the following criteria for our programs and activities to ensure that they will enable participants to effect positive change to their part of the system, be it the classroom or the district.

## Attributes of Quality Professional Development Programs and Activities

### Focus

- Guided by an organizing center (concept, issue, problem, or question) that is reflected in the program title (i.e., Effective questioning; reconciling and using sources, how can we use formative assessment to address student needs?)

### Description

- Includes outcomes that describe what the professional developer wants participants to know, be able to do, or value as a result of engaging with the program
- Lists and describes each of the learning and assessment opportunities in terms of their purpose and components as a sketch or after the program overview
- If the program components are included in a sketch, they are presented in chronological order and include information on the schedule and duration of each activity. They show the relationship between the program components and the program outcomes.

### Design of learning opportunities

- Learning opportunities are clearly connected to program outcomes and support their attainment
- Learning opportunities are strategically sequenced from general to specific or viceversa
- Transitions build on each other and create a seamless flow from one task to the next
- One or more cycles of input, collaborative work, guided practice, independent practice, and sharing or feedback activities
- Demonstrations break down concepts or design activities into components or steps
- Variety and balance in the sequence of activities which reflect a conscious attempt to deal with multiple intelligences and learning styles -seeing, reading, touching, role-playing, writing
- Reliance on "show or demonstrate, ask-tell" instead of "tell-ask-show or demonstrate"
- End activity or input synthesizes program or allows for closure
- Use of evaluation measures of content/skills acquired, needs met, questions generated, and possible changes in practice/beliefs, etc.

### Participant engagement

- Participants are actively involved in learning
- Participants can personally relate to the information and/or learning strategy included in the program
- Participants have opportunities to personalize and/or directly apply learning to their own experience
- Participants can negotiate their learning and assessment opportunities and make reasonable choices independently
- The program content and the learning opportunities are grounded in relevant up-to-date research
- Participants can learn with and from each other by co-constructing understandings or working together on application or design tasks
- Reflective prompts/questions help participants self-monitor and assess their thinking and understanding.

### Facilitation

- Relaxed and assured presence
- Draws on prior personal, professional experiences and research on best practices
- Works from self-knowledge even though he/she uses a variety of resources to support teaching.
- Describes ways to find answers to new questions