

# CDC Professional Development Practices Inventory

The **CDC Professional Development Practices** **(PDPs)** are a series of steps based on research and best practices. When effectively applied, they increase active learner engagement and provide optimal conditions for the transfer of learning and implementation of the knowledge and skills in the work setting. These practices provide a process to achieve sustainability over time.

| Icons representing six PD practices - sustain, design, promote, deliver, provide, and evaluate | There are six PD Practices used as the framework for this inventory:   * Sustain a PD Infrastructure, * Design PD Offerings, * Promote PD Offerings, * Deliver PD, * Provide Follow-Up Support, and * Evaluate PD Processes. |
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The **CDC Professional Development (PD) Practices Inventory** was developed to assist DASH funded partners in identifying best practices and processes for establishing a comprehensive professional development (PD) program. The Inventory is designed as a tool for an individual and/or team to assess strengths, areas of growth, priorities, and next steps in the implementation of the CDC PD Practices.

## Directions:

1. Individually, or with other colleagues responsible for providing effective professional development, review all or selected CDC PD Practice Inventory items.
2. Decide if each CDC PD Practice item is “not yet in place”, “partially in place”, “mostly in place”, or “fully in place”.
3. Determine your strengths and areas of growth for each CDC PD Practice reviewed.
4. Identify your priorities and next steps to implement each CDC PD Practice reviewed.

## DASH Definitions:

**Professional Development** **(PD)** is an intentionally designed, systematic process used to strengthen the knowledge, skills, and attitudes of a particular workforce. **The goal of PD,** in the context of Centers for Disease Control and Prevention’s (CDC’s) Division of Adolescent and School Health (DASH) priorities, is to help improve the health, education, and well-being of youth. Professional development contributes to this goal by enhancing the knowledge, skills, and attitudes of health and education professionals so that they can more effectively implement strategies that positively impact young people. The strategies may support classroom management, effective teaching, and the DASH strategies, such as sexual health education, sexual health services, and safe and supportive environments.

* **Professional Development Event** is a set of skill-building processes and activities designed to assist targeted groups of participants in mastering specific learning objectives. Such events are delivered in an adequate time span (at least three hours) and may include curriculum and other training, workshops, and online or distance learning courses.
* **Professional Development Offering** is events, information and presentation sessions, and technical assistance.
* **Technical Assistance** is targeted support provided to an individual or group of individuals with the intent to increase knowledge and skills to strengthen an organization’s capacity to achieve PS18-1807 NOFO goals. Support may be provided through professional development events, technical assistance, the provision of guidance and resource materials, or referrals to other agencies or organizations.

| Design PD Offerings  Design offerings and technical assistance that are based on adult learning research, content-based learning theory, and best practice. Align the length of the PD offering with specific learning objectives.  The Design practice emphasizes thoughtful and intentional planning for all PD experiences. | **Design icon** |
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| **Processes to Design PD Offerings**  For each group PD session offered: | **Not yet in place** | **Partially in Place** | **Mostly in Place** | **Fully in Place** |
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| Identify the primary target audience. |  |  |  |  |
| Conduct a pre-assessment and/or review available data to guide the development of specific, measurable and feasible learning objectives. |  |  |  |  |
| Develop a PD event or offering that includes:   * Detailed agenda for the trainer and/or PD provider. |  |  |  |  |
| * Pre-work and/or homework plan. |  |  |  |  |
| * Participant action plan. |  |  |  |  |
| * Promotion plan *(see Promote).* |  |  |  |  |
| * Transfer of learning techniques *(see Follow-up Support).* |  |  |  |  |
| * Evaluation plan *(see Evaluate).* |  |  |  |  |
| Develop, design, and organize materials. |  |  |  |  |
| Manage or hire someone to manage logistics (e.g., registration, venue, AV/technology). |  |  |  |  |

| **Processes to Design PD Offerings**  For each one-on-one technical assistance offered: | **Not yet in place** | **Partially in Place** | **Mostly in Place** | **Fully in Place** |
| --- | --- | --- | --- | --- |
| Establish and follow a technical assistance (TA) protocol that includes:   * Process for establishing scope of TA need. |  |  |  |  |
| * Expected results. |  |  |  |  |
| * Determining a TA Provider with content expertise. |  |  |  |  |
| Develop a plan for TA delivery that includes:   * Content to cover. |  |  |  |  |
| * Data sources. |  |  |  |  |
| * Estimated time. |  |  |  |  |
| * Resources. |  |  |  |  |
| Include a follow-up support plan *(see Follow-up Support).* |  |  |  |  |
| Plan for evaluation, as applicable *(see Evaluate)*, including:   * Tracking TA process and outcomes. |  |  |  |  |

| **Design PD Offerings** |  |
| --- | --- |
| Strengths: | Areas of Growth: |

| **Design PD Offerings – Priorities / Next Steps** | **By When** | **Person Responsible** |
| --- | --- | --- |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

Modified by the ICF-CDC DASH Professional Learning Collaborative (PLC), 2019. Adapted from CDC DASH Professional Development Practices - Inventory | ETR-CDC DASH Professional Learning Collaborative (PLC), 2015. Original version created by RMC Health-CDC DASH Professional Development Partnership (PDP), 2009