5E PD VETTING DESIGN AND FEEDBACK

PD Goals and Objectives:

|  **ELEMENTS OF…** |  **✓** | **FEATURE** | **EVIDENCE OR EXAMPLE** |
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| **ENGAGEMENT** |  | **Capture interest and establish prior knowledge*** Purpose and/or relevance of PD is established.
* Teacher prior knowledge is elicited and/or activated.
* Essential and/or guiding questions are employed.
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| **EXPLORATION** |  | **Construction of knowledge through questioning and active engagement in a learning task*** Teachers engage actively in a learning task.
* Teachers are provided with opportunities for discourse.
* Materials/technology help teachers interact with content in a meaningful way.
* Instructor’s role is facilitation rather than delivery of information to the largest possible extent.
* Learning task is aligned with session goals and objectives.
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| **EXPLANATION** |  | **Interpretation, clarification, and refinement of learning**Teachers have opportunities to:* Connect the learning activity to the session goals and objectives.
* Make connections between the learning activity and their current teaching practice.
* Connect the learning activity with authentic learning and/or learning theory.
* Asks questions and receive feedback about what they have learned.

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| **EXTENSION** |  | **Application and generalization of learning*** Discussion or articulation of next steps
* Collaboration and planning for use
* Creation of new learning structures or curriculum
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| **EVALUATION** |  | **Assessment of learning*** Formative assessment of learning progress during session
* Culminating product or presentation articulating or synthesizing new knowledge.
* TREK evaluation with open-ended question about new learning
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# PD Design Guidelines – Essential Questions

What are the PD Goals and Objectives?

## Engage

* 1. How is teacher prior knowledge determined or activated at the beginning of the session?
	2. In what way is the relevance/purpose of the PD session established at the outset?
	3. How are essential and guiding questions utilized in the session?

## Explore

* 1. In what way(s) are teachers actively engaged in the learning task?
	2. In what ways do the materials provided for the learning task allow the teachers to interact in a meaningful way with the session content?
	3. To what extent is the PD provider in the role of facilitator rather than dispenser of knowledge?
	4. How are teachers asked to collaborate and engage in discourse in order to create common understanding?
	5. How is the learning task related to the session goals and objectives?

## Explain

* 1. What opportunities are there for teachers to draw their own conclusions about the outcome(s) of the learning task?
	2. What opportunities are there for teachers to think about how the learning task relates to authentic learning and/or learning theory?
	3. What opportunities are there for teachers to connect the new learning/strategies with current practice?
	4. What opportunities are there for teachers to ask questions about what they have learned?
	5. How are the participants asked to connect the activity to the goals and objectives of the PD (product, discussion, sharing of ideas)?

## Extend

* 1. Activities for follow-up (after school time, something to do before next PD…)
	2. Making explicit connections with current practice
	3. Collaboration and/or planning for use
	4. Time for planning and creating curriculum

## Evaluate

* 1. Evaluation – an open-ended question on the survey