

## 5E PD VETTING DESIGN AND FEEDBACK

PD Goals and Objectives:

ELEMENTS OF...	✓	FEATURE	EVIDENCE OR EXAMPLE
<b>ENGAGEMENT</b>		<p><b>Capture interest and establish prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Purpose and/or relevance of PD is established.</li> <li>• Teacher prior knowledge is elicited and/or activated.</li> <li>• Essential and/or guiding questions are employed.</li> </ul>	
<b>EXPLORATION</b>		<p><b>Construction of knowledge through questioning and active engagement in a learning task</b></p> <ul style="list-style-type: none"> <li>• Teachers engage actively in a learning task.</li> <li>• Teachers are provided with opportunities for discourse.</li> <li>• Materials/technology help teachers interact with content in a meaningful way.</li> <li>• Instructor’s role is facilitation rather than delivery of information to the largest possible extent.</li> <li>• Learning task is aligned with session goals and objectives.</li> </ul>	
<b>EXPLANATION</b>		<p><b>Interpretation, clarification, and refinement of learning</b></p> <p>Teachers have opportunities to:</p> <ul style="list-style-type: none"> <li>• Connect the learning activity to the session goals and objectives.</li> <li>• Make connections between the learning activity and their current teaching practice.</li> <li>• Connect the learning activity with authentic learning and/or learning theory.</li> <li>• Asks questions and receive feedback about what they have learned.</li> </ul>	

ELEMENTS OF...	✓	FEATURE	EVIDENCE OR EXAMPLE
<b>EXTENSION</b>		<b>Application and generalization of learning</b> <ul style="list-style-type: none"> <li>● Discussion or articulation of next steps</li> <li>● Collaboration and planning for use</li> <li>● Creation of new learning structures or curriculum</li> </ul>	
<b>EVALUATION</b>		<b>Assessment of learning</b> <ul style="list-style-type: none"> <li>● Formative assessment of learning progress during session</li> <li>● Culminating product or presentation articulating or synthesizing new knowledge.</li> <li>● TREK evaluation with open-ended question about new learning</li> </ul>	

**PD Design Guidelines – Essential Questions**

What are the PD Goals and Objectives?

**1. Engage**

- a. How is teacher prior knowledge determined or activated at the beginning of the session?
- b. In what way is the relevance/purpose of the PD session established at the outset?
- c. How are essential and guiding questions utilized in the session?

**2. Explore**

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

### 3. Explain

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

### 4. Extend

- a. Activities for follow-up (after school time, something to do before next PD...)
- b. Making explicit connections with current practice
- c. Collaboration and/or planning for use
- d. Time for planning and creating curriculum

### 5. Evaluate

- a. Evaluation – an open-ended question on the survey