**5E REFLECTION TOOL**

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| **5E Component** | **Reflection Question***How does the PD…* | **Example / Evidence** | **Authentic Component** |
| **Engage** | How is teacher prior knowledge determined or activated at the beginning of the session? |  |  |
| In what way is the relevance/purpose of the PD session established at the beginning? |  |  |
| How are essential and guiding questions utilized in the session?   |  |  |
| **Explore** | In what ways are teachers actively engaged in the learning task? |  |  |
| In what ways do the materials provided for the learning task allow the teachers to interact in a meaningful way with the session content? |  |  |
| To what extent is the PD provider in the role of facilitator rather than dispenser of knowledge? |  |  |
| How are teachers asked to collaborate and engage in discourse to create common understanding? |  |  |
| How is the learning task related to the session goals and objectives? |  |  |
| **Explain** | What opportunities are there for teachers to draw their own conclusions about the outcome(s) of the learning task? |  |  |
| What opportunities are there for teachers to think about how the learning task relates to authentic learning and/or learning theory?  |  |  |
| What opportunities are there for teachers to connect the new learning/strategies with current practice? |  |  |
| What opportunities are there for teachers to ask questions about what they have learned? |  |  |
| How are the participants asked to connect the activity to the goals and objectives of the PD (product, discussion, sharing of ideas)? |  |  |
| **Extend** | In what ways are activities structured or planned for follow-up (after school time, something to do before next PD…)? |  |  |
| In what ways are explicit connections with current practice made? |  |  |
| How is collaboration and/or planning implemented? |  |  |
| Is there time for planning, creating, or implementing strategies into curriculum? |  |  |
| **Evaluate** | In what ways are participants learning assessed?  |  |  |
| What kinds of open-ended survey questions are used to assess knowledge gains? |  |  |