

5E REFLECTION TOOL

5E Component	Reflection Question <i>How does the PD...</i>	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 is participants' learning assessed?		
	What kinds of open-ended survey questions are used to assess knowledge gains?		