

## DEBRIEF MEETING

What are your initial thoughts or feelings about the PD?	
Looking at the <a href="#">Authentic Lesson Reflection Tool</a> , how did the facilitator use the PD to model authenticity and create an authentic learning and teaching experience?	
Looking at the <a href="#">5E Reflection Tool</a> , how were these components observable in the PD?* (If this question was covered in the pre-meeting, it can be skipped.)	
What were the strengths of the PD preparation?	
What were the strengths of the PD facilitation?	
What was your favorite part of the PD?	
What were the weaknesses of the PD preparation?	
What were the weaknesses of the PD facilitation?	
What do you think would be/was the hardest part to facilitate? Why?	
When do you feel like participants were most engaged? Why?	
What things would you have changed if you had presented this PD? What would you change if you presented this PD again?	
Do you have any other thoughts about the PD?	

**Next Steps:** Are there any teachers that might benefit from any strategies we used in the PD? If so, could you possibly mentor them? How can you move forward with this? ([SCORE Reflection & Student Roster](#))

## PD Structure Plan—Whole School Objective

### School Objective Needs Assessment

- Sent out to teachers via Google survey with PD options
- Topics shared with teachers early
- Supported and discussed by administration
- Empower teachers with opportunities through voice and choice

### Formal PD

- Built with teacher partners
- Engage prior knowledge
- Introduce concept
- Share research
- Check understanding

### Reflection

- During PLCs
- View student work & data
- Strategy, Celebrations, Obstacles, Refinements, Extra Notes (SCORE)
- Provide and Analyze feedback
- Ask: Where do we go from here?

### Collaborative Work Session

- During PLCs or informal conversations
- Brainstorm ideas
- Apply knowledge/ideas to content with specialist
- Offer modeling/co-teach/technology integration
- Action research

#### Works Referenced

Bernhardt, P. E. (2015). 21st Century Learning: Professional Development in Practice. *The Qualitative Report*, 20(1), 1–19.

Grossman, R., & Salas, E. (2011). The transfer of training: what really matters. *International Journal of Training and Development*, 15(2), 103–120.

Gulamhussein, A. (2013). Teaching the teachers: Effective professional development in an era of high stakes accountability. *Center for Public Education*.