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| **Power skill #3 – Leading Practice-based PD** | | | | | | |
| **Domain 1: Long-term PD Planning and Systems** | | | | | | |
| **Subcategory** | **Guiding Questions** | **5: Exemplary** | **4: Strong** | **3: Solid** | **2: Emergent** | **1: Ineffective** |
| *Alignment to Cohesive Learning Goals* | *Does this PD session focus on the right content / skills? Is it part of a cohesive sequence?* | * *Data Driven –* The session is part of a clear sequence of PD sessions that is connected to the **most important need**s of the school at the time of the workshop. | * *Data Driven –* The session is part of sequence of PD sessions and is **mostly connected to the needs of the school** at the time of the workshop. | * *Data Driven –* The session is part of sequence of PD sessions and is **somewhat tied to the needs of the school** at the time of the workshop. | * *Data Driven –* The session is either not part of sequence of PD sessions or is **weakly tied to the needs of the school** at the time of the workshop. | * *Data Driven –* The session is not part of a clear sequence of PD sessions and is **not tied to the most important needs of the school** at the time of the workshop. |
| *Systems for PD* | *How can we ensure that PD is regularly taking place?* | * *PD consistency –* Practice or rehearsal-based PD takes place at least **90 percent** of school weeks. * *Sanctity of PD –* The school **consistently** sets and enforces clear expectations about the sanctity of PD. | * *PD consistency –* Practice or rehearsal-based PD takes place at least **80 percent** of school weeks. * *Sanctity of PD –* The school **mostly** sets and enforces clear expectations about the sanctity of PD. | * *PD consistency –* Practice or rehearsal-based PD takes place at least **70 percent** of school weeks. * *Sanctity of PD –* The school **somewhat** sets and enforces clear expectations about the sanctity of PD. | * *PD consistency -* Practice or rehearsal-based PD takes place at least **60 percent** of school weeks. * *Sanctity of PD –* The school **struggles with** setting and enforcing clear expectations about the sanctity of PD. | * *PD consistency –* Practice or rehearsal-based PD takes place fewer than **50 percent** of school weeks. * *Sanctity of PD –* PD is seen as a **fungible** time at the school. |
| **Domain 2: Design of an Effective Session** | | |  |  |  |  |
| *Aims* | *What is the session’s aim(s)?* | * *Actionable* – The aim **clearly** articulates what teachers will be able to do when they walk out of the workshop. * *Aligned to practice –* The aim is **directly driven** by the practice component; the highest-impact skills are isolated. * *Bite-sized* – The aim is **bite-sized** enough to be able to be practiced in the time that you have allotted. * *Rigorous* – The content and aim of the session is rigorous and truly pushes participants at the **right level of challenge**. Participants will apply a skill at a level they were not able to do prior to the session. * *Transferable* - The aim addresses a transferable skill that applies to multiple lessons and / or times of the day. | * *Actionable* – The aim **mostly** articulates what teachers will be able to do. * *Aligned to practice –* The aim is **mostly driven** by the practice component. * *Bite-sized* – The aim is **bite-sized** enough to be able to be practiced in the time that you have allotted. * *Rigorous* – The content and aim of the session is mostly rigorous and pushes participants at **almost the right level of challenge**. * *Transferable* - The aim **mostly** addresses a transferable skill that applies to multiple lessons and / or times of the day | * *Actionable* – The aim **somewhat** articulates what teachers will be able to do. * *Aligned to practice –* The aim is **somewhat driven** by the practice component. * *Bite-sized* – The aim is **somewhat broad or narrow** in scope. * *Rigorous* – The content and aim of the session are either **not rigorous enough or at the frustration point** **for some** teachers. * *Transferable* - The aim **somewhat** addresses a transferable skill that applies to multiple lessons and / or times of the day | * *Actionable* – The aim is **not clear.** * *Aligned to practice –* The aim is **not apparent** from the parent component. * *Bite-sized* – The aim is **too broad or narrow** in scope. * *Rigorous* – The content and aim of the session are either **not rigorous enough or at the frustration point** **for most** teachers. * *Transferable* - The aim **struggles with** addressing a transferable skill. | * *Actionable* – The aim is **missing or very unclear**. * *Aligned to practice –T*he aim is **not connected** to any practice component; this includes all sessions that are informational or low level (i.e. to identify or describe). * *Bite-sized* – The aim is **much too broad or narrow** in scope. * *Rigorous* – The aim of the session is either **not rigorous enough or at the frustration point for all (or almost all)** teachers. * *Transferable* - The aim does **not** address a transferable skill. |
| *Desired Outcome* | *How do I know if participants “got” the aim?* | * *Aligned with aim* – The outcome (planning or practice) allows the facilitator to **clearly assess** whether participants have progressed towards mastery of the aim. * *Alignment of activities to aim* - **All** parts of the session effectively move participants towards mastery of the aim. | * *Aligned with aim* – The outcome (planning or practice) **mostly** allows the facilitator to **assess** whether participants have progressed towards mastery of the aim. * *Alignment of activities to aim* – **Almost all** parts of the session effectively move participants towards mastery of the aim. | * *Aligned with aim* – The outcome (planning or practice) **somewhat** allows the facilitator to **assess** whether participants have progressed towards mastery of the aim. * *Alignment of activities to aim* – **Most parts** of the session effectively move participants towards mastery of the aim. | * *Aligned with aim* – The outcome (planning or practice) **does not** allow the facilitator to **assess** whether participants have progressed towards mastery of the aim. * *Alignment of activities to aim* – **Some parts** of the session effectively move participants towards mastery of the aim. | * *Aligned with aim* – There is **no** clear outcome(planning or practice) that allows the facilitator to **assess** progress towards the aim. * *Alignment of activities to aim* – The session activities are **disjointed** and do not move participants towards mastery of the aim. |
| **Domain 3: Delivery of an Effective Session** | | |  |  |  |  |
| *Opening Frame – ~5%* | *How will I frame the session?[[1]](#footnote-1)* | * *Relevance–* The facilitator **deeply engages** the audience with a quick, compelling hook. This should invest the audience in the importance of this session to their development and student achievement and / or character. * *Communicates the aim –* The facilitator **clearly explains** the purpose of the session and connects back to it strategically during the session. | * *Relevance–* The facilitator **engages** the audience with a hook. * *Communicates the aim –* The facilitator **explains** the purpose of the session and connects back to it strategically during the session. | * *Relevance–* The facilitator engages the audience with a hook; the hook **may not be as effective** as possible. * *Communicates the aim –* The facilitator **somewhat explains** the purpose of the session. | * *Relevance–* The facilitator **struggles with** engaging the audience with a hook. * *Communicates the aim –* The facilitator’s explanation is **unclear or confusing**. | * *Relevance –* The facilitator **does not explain** why the session topic matters. * *Communicates the aim –* The facilitator’s explanation is **confusing or missing**, leading to participant confusion about the purpose of the session. |
| *Airtight Activity[[2]](#footnote-2) - ~15%* | *How do I activate interest and connect to the key points?* | * *Design* – Airtight activities are **tightly structured** to trigger “aha’s” that lead directly to the key points **independently** and with minimal prompting by the facilitator. * *Tight planning* – It is **tightly planned** minute-by-minute with clear directions, tight routines and scripted focus questions. * *Skillful facilitation* - Group facilitation skillfully leads participants to reach the right conclusions mostly on their own; facilitator asks appropriate scaffolded questions when needed. Facilitator effectively employs questioning techniques (i.e. Cold call, Stretch it) to shift the ratio of thinking and discussion heavily towards participants. | * *Design* – Airtight activities are **well-planned** and lead to the key points with **some prompting** by the facilitator. * *Tight planning* – It is **mostly planned** with clear directions, tight routines and scripted focus questions. * *Skillful facilitation* - Group facilitation leads participants to the right conclusions; the facilitator asks appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task. | * *Design* – Airtight activities are **somewhat well-planned** and lead to the key points with **some prompting** by the facilitator. * *Tight planning* – It is **loosely planned** though the directions, routines and focus questions may not be clear enough. * *Skillful facilitation* - Group facilitation often veers off track and the facilitator pulls back on point but only after some lost time. | * *Design* – Airtight activities are **not aligned** to the key points. * *Tight planning* – There are activities but they **lack tight planning.** * *Skillful facilitation* - Group activities are mostly off task and the facilitator struggles to bring them back to a productive place. | * *Design* – Airtight activities are **missing**.   Since there is no airtight activity, the other criteria do not apply. |
| *Key Points – ~10%* | *How do I facilitate reflection and sharing in order to elicit key points?* | * *Framing of key concepts -* The facilitator crystallizes what has been learned; s/he **clearly and concisely** explains the key concepts. * *Break down the concept* – The facilitator **clearly** presents an organizing framework with concrete, unambiguous examples. * *Identify criteria for success –* The facilitator identifies criteria for success that represent a **true standard of excellence** and are used by participants. * *Anticipates misunderstandings* – This facilitator addresses the **major** conceptual and procedural misunderstandings. | * *Framing of key concepts -* The facilitator **clearly** explains new concepts * *Break down the concept* – The facilitator presents an organizing framework with examples; it is **mostly clear**. * *Identify criteria for success –* The facilitator identifies criteria for success that represent a **true standard of excellence** and are used by participants. * *Anticipates misunderstandings* – This facilitator addresses **most** of the conceptual and procedural misunderstandings. | * *Framing of key concepts -* The facilitator’s explanation of new concepts is **generally clear** but might not be as effective or efficient as possible. * *Break down the concept* – The facilitator presents an organizing framework with examples; this may be **slightly confusing.** * *Identify criteria for success –* The facilitator identifies criteria for success, but they are not used by participants or are **not as clear** as possible. * *Anticipates misunderstandings* – This facilitator addresses **some** of the conceptual and procedural misunderstandings. | * *Framing of key concepts -* The facilitator’s explanation of new concepts is **not clear or efficient**. * *Break down the concept* – The facilitator struggles with presenting an organizing framework with examples; this may be **overwhelming** or adding to **significant confusion**. * *Identify criteria for success –* The facilitator identifies criteria for success, but they are not used by participants or are **not as clear** as possible. * *Anticipates misunderstandings* – This facilitator addresses **few** of the misunderstandings. | * *Framing of key concepts -* The facilitator **does not clarify** key concepts or causes confusion. * *Break down the concept* – An organizing framework or examples are **missing**, resulting in confusion. * *Identify criteria for success –*Criteria for success have **not been identified**. * *Anticipates misunderstandings* – Misunderstandings have **not** been identified. |
| *Additional Modeling (when necessary) - ~5%* | *How do I ensure that participants have a clear vision of excellence?* | * *Grounded in a strong model –* Prior to planning / practice, the facilitator **skillfully** ensures that participants know what excellence looks like. * *Engagement with the model –* Participants are **actively** engaged and critically thinking about the additional modeling. They are doing much of the heavy lifting. | * *Grounded in a strong model –* Prior to planning / practice, the facilitator **mostly** ensures that participants know what excellence looks like. * *Engagement with the model –* Participants are **mostly** engaged with the additional modeling. | * *Grounded in a strong model –* Prior to planning / practice, the facilitator **somewhat** ensures that participants know what excellence looks like. * *Engagement with the model –* Participants are **somewhat** engaged with the additional modeling. | * *Grounded in a strong model –* Prior to planning / practice, the facilitator **struggles with** ensuring participants know what excellence looks like. * *Engagement with the model –* Participants are **passively** engaged with the model. | * *Grounded in a strong model –* Prior to planning / practice, the facilitator **does not** ensure that participants have a vision of excellence. |
| *Practice with Feedback - ~60%*  **Note: This is THE MOST IMPORTANT PART of your PD session.** | *How do I ensure that participants apply these concepts / skills to real-world experiences?* | * *Practice-feedback-practice loop -* The participants have ample time to practice, receive feedback and redo with feedback. Practice is **at least 60%** of the PD session. * *Appropriate degree of scaffolding* – Practice provides the **“just right”** amount of scaffolding in order for participants to be challenged yet be successful. * *Quality of feedback* – Participants consistently receive 1-2 pieces of **skillfully** prioritized, high-impact, actionable feedback in an efficient manner. The facilitator **consistently** reinforces *Right is Right* and never accepts low-quality performance. * *Everyone participates / No Opt Out* – Practice activities are **intentionally** structured so **everyone** is assigned a role (i.e. student, teacher, coach, timekeeper) and participates actively. * *Circulation–* During practice, the facilitator relies on a **strategic plan for tracking** the performance of participants and makes **intentional decisions** about which individuals/groups to monitor most closely. | * *Practice-feedback-practice loop -* The participants have time to practice, receive feedback and redo with feedback. Practice is **40-60%** of the PD session. * *Appropriate degree of scaffolding* – Practice provides the **“almost right”** amount of scaffolding. * *Quality of feedback* - Participants receive 1-2 pieces of **mostly** prioritized, high-impact and actionable feedback and in an efficient manner. The facilitator **mostly** reinforces *Right is Right* and rarely accepts low-quality performance. * *Everyone participates / No Opt Out* – Practice activities are **mostly** structured so everyone is assigned a role; **few** participants may opt out of practice. * *Circulation–* During practice, the facilitator circulates intentionally **most** of the time. | * *Practice-feedback-practice loop -* The participants have some time to practice and receive feedback. They may be able to redo with feedback. Practice is **20-40%** of the PD session. * *Appropriate degree of scaffolding* – Practice **may over scaffold or under scaffold**, resulting in practice that is too challenging or too easy. * *Quality of feedback:* Participants may receive feedback but it is **not consistently** efficient, prioritized, high-impact and / or actionable. The facilitator **sometimes** reinforces *Right is Right* and sometimes accepts low-quality performance. * *Everyone participates / No Opt Out* – Practice activities **may be** structured so everyone is assigned a role; **some** participants may opt out of practice. * *Circulation–* During practice, the facilitator circulates but **not intentionally.** | * *Practice-feedback-practice loop –* There is insufficient time to plan or practice. Participants do not receive feedback. Practice is **<20%** of the PD session. * *Appropriate degree of scaffolding* – Practice **over scaffolds or under scaffolds**, resulting in practice that is too challenging or too easy. * *Quality of feedback -* Participants do **not receive** feedback. The facilitator does **not consistently** reinforce that *Right is Right.* * *Everyone participates / No Opt Out* – Practice activities are **not** structured so everyone is assigned a role; **many** participants may opt out of practice. * *Circulation–* During practice, the facilitator does **not** circulate. | * *Practice-feedback-practice loop –* There is **no application** of the concepts / skills   Since there is no application, the other criteria do not apply. |
| *Closure - ~5%* | *How will participants synthesize their learning?* | * *Summarizing –* A quick summarizer allows teachers to **effectively** process key takeaways and make commitments for changing instructional practice. | * *Summarizing –* A summarizer allows teachers to process the key takeaways and make commitments. | * *Summarizing –* A summarizer allows teachers to **somewhat** effectively process the key takeaways and make commitments. | * *Summarizing –* A summarizer allows teachers to process the key takeaways or make commitments, but it is **not effective.** | * *Summarizing –* There is **no way** for teachers to process their main takeaways and commitments. |
| **Domain 4: PD Culture and Community** | | |  |  |  |  |
| *High expectations* | *How do I hold participants to the highest expectations?* | * *Clear and high expectations –* Facilitator **always** conveys clear expectations with *What to do* statements that are specific, observable and sequential. * *Alignment of behavior to expectations* – Participants **consistently** align to the facilitator’s high expectations. There are no instances of off-task behavior. * *Modeling –* Facilitator **clearly** models both outstanding teaching and high expectations while still maintaining respect for participants as professionals. * *Maximizing session time –* The PD maintains the **perfect** illusion of speed, due to tightly managed transitions, detailed planning and efficient facilitation, and maximizes every second of time. * *Timeliness -* PD starts and ends on time, and **all** teachers arrive promptly. | * *Clear and high expectations –* Facilitator **mostly** conveys clear expectations with *What to do* statements. * *Alignment of behavior to expectations* – Participants **mostly** align to the facilitator’s high expectations. There are few to no instances of off-task behavior. When there is any off-task or adult culture damaging behavior, the facilitator or leadership team members address it swiftly and decisively. * *Modeling –* Facilitator **mostly** models outstanding teaching while still maintaining respect for participants as professionals. * *Maximizing session time –* The PD maintains a **decent** illusion of speed and maximizes almost every second of time. * *Timeliness -* PD starts and ends within 5 minutes of the planned start and end, and **almost all** teachers arrive promptly. | * *Clear and high expectations –* Facilitator **sometimes** conveys clear expectations with *What to do* statements. * *Alignment of behavior to expectations* – Participants **sometimes** align to the facilitator’s high expectations. There are some instances of off-task behavior. When there is any off-task or adult culture damaging behavior, the facilitator or leadership team members mostly address it. * *Modeling –* Facilitator **somewhat** models outstanding teaching while maintaining respect for participants as professionals. * *Maximizing session time –* **Some** parts of the PD drag at times. * *Timeliness -* PD starts and / or ends between 5 and 10 minutes late**; a few** teachers arrive late without justification. | * *Clear and high expectations –* Facilitator **struggles with** conveying clear expectations. * *Alignment of behavior to expectations* – Participants **rarely** align to the facilitator’s high expectations. There are many instances of off-task behavior. When there is any off-task or adult culture damaging behavior, the facilitator or leadership team members struggle with addressing it. * *Modeling –* Facilitator **struggles with** modeling outstanding teaching while maintaining respect for participants as professionals. * *Maximizing session time –* **Many** parts of the PD drag at times. * *Timeliness -* PD starts and / or ends more than 10 minutes late; **some** teachers arrive late without justification | * *Clear and high expectations –* Facilitator **does not** convey clear expectations, leading to widespread confusion. * *Alignment of behavior to expectations* – Facilitator aligns expectations to **low** standards. There are many instances of off-task or adult-culture damaging behavior. * *Modeling –* Facilitator does **not** model outstanding teaching or does so in a way that is **clearly perceived as patronizing**. * *Maximizing session time –* The **poor** pacing significantly impacts participant engagement and learning; time is wasted. * *Timeliness -* PD starts significantly late or ends much later than expected. **Many** teachers arrive late without justification. |
| *Positive climate* | *How do I build an inspired, engaged community of adult learners?* | * *Safe space* – The facilitator **skillfully** creates a safe space for teachers to take risks and ask questions. * *Active engagement* – Teachers are **actively** engaged in the topic, asking and answering questions, and challenging each other; body language is **very positive,** modeling the student behavior we expect in our schools. * *Facilitator tone* – The tone of the session is **consistently** urgent, respectful, professional, and warm. The facilitator uses humor effectively to build a joyful climate. * *Inspiration and connection to the mission* – The facilitator is **very motivational** in connecting the content of the session to the mission; in the course of the discussion, kids come first. | * *Safe space* – The facilitator **mostly** creates a safe space for teachers to take risks and ask questions. * *Active engagement* – Teachers are **mostly** engaged in the topic, asking and answering questions, and challenging each other; body language is **positive.** * *Facilitator tone* – The tone of the session is **mostly** urgent, respectful, professional, and warm. * *Inspiration and connection to the mission* – The facilitator is **motivational and positive**. | * *Safe space* – The facilitator **somewhat** creates a safe space for teachers to take risks and ask questions. * *Active engagement* – Teachers are **somewhat** engaged in the topic, asking and answering questions, and challenging each other; body language is **mixed.** * *Facilitator tone* – The tone of the session is **somewhat** urgent, respectful, professional, and warm. * *Inspiration and connection to the mission* – The facilitator is **positive** but **not as motivational.** | * *Safe space* – The facilitator **struggles with** creating a safe space for teachers to take risks and ask questions. * *Active engagement* – Teachers are **not very** engaged in the topic; body language is **mixed-to-negative**. Teachers take little responsibility for their learning. * *Facilitator tone* – The tone of the session is **not** urgent, respectful, professional, and warm. * *Inspiration and connection to the mission* – The facilitator is **neutral** in tone. | * *Safe space* – The facilitator does **not** create a safe space for teachers to take risks and ask questions. * *Active engagement* – Teachers are disengaged in the topic; body language is **negative**. Teachers do not take responsibility for their learning. * *Facilitator tone* – The tone of the session is **cold** and disrespectful or unprofessional. * *Inspiration and connection to the mission* – The facilitator is **negative.** |
| **Domain 5: Follow up** | | |  |  |  |  |
| *Follow up* | *How do I ensure that this PD leads to dramatic improvements in instructional practice?* | * *Next steps -* The facilitator outlines **clear, transparent** follow-up steps. Coaches are involved in extending practice and giving feedback against the criteria for success. * *Investment –* Participants are **extremely** invested in these next steps. * *Public evidence –* **Everywhere in the school,** there are examples of keeping PD priorities alive (i.e. VA’s in classrooms, reminders in the teacher’s workroom, e-mail blasts). * *Data tracking -* There is a **clear** accountability structure to follow-up on the session and track progress towards transformed instructional practice * *Participant assessment -* On exit tickets, each PD session rates **between a** **4.5 and 5.0** on “Overall rating: The session content will be helpful to my work.” | * *Next steps -* The facilitator outlines follow-up steps. Coaches are involved in evaluating instructional planning or delivery. * *Investment –* Participants are **mostly** invested in these next steps. * *Public evidence –* There are **many** examples of keeping PD priorities alive throughout the school. * *Data tracking -* There is an accountability structure to follow-up on the session * *Participant assessment -* On exit tickets, each PD session rates **between a 4.0 and 4.4** on “Overall rating: The session content will be helpful to my work.” | * *Next steps -* The facilitator outlines follow-up steps but they **may not be as clear** as possible. * *Investment –* Participants are **somewhat** invested in these next steps. * *Public evidence –* There are **some** examples of keeping PD priorities alive throughout the school. * *Data tracking -* There is an accountability structure to follow-up on the session but it may be **poorly designed** * *Participant assessment -* On exit tickets, each PD session **rates between a 3.5 and 3.9** on “Overall rating: The session content will be helpful to my work.” | * *Next steps -* The facilitator outlines follow-up steps but the **lack of clarity** leads to confusion * *Investment –* Participants are **weakly** invested in these next steps. * *Public evidence –* There are **few** examples of keeping PD priorities alive throughout the school. * *Data tracking -* There is an accountability structure to follow-up on the session but it is **poorly designed or not used** * *Participant assessment -* On exit tickets, each PD session rates **between a** **3.0 and 3.4** on “Overall rating: The session content will be helpful to my work.” | * *Next steps -* The facilitator does **not** outline next steps. * *Data tracking -* There is a **no** accountability structure to follow-up on the session * *Public evidence –* There are **no examples** of the PD priorities anywhere in the school. * *Participant assessment -* On exit tickets, each PD session rates **below a 3.0** (out of 5) on “Overall rating: The session content will be helpful to my work.” |

1. If necessary, the facilitator may need to set (or remind participants of) norms or activate prior knowledge during the opening frame. [↑](#footnote-ref-1)
2. When there is a repeatedly-do PD structure, the time allotted for the Airtight Activity typically shifts to Application, allowing participants more opportunities to practice. [↑](#footnote-ref-2)