

TEXAS SCHOOL PD PLANNING SUCCESS CRITERIA

Purpose: Develop high-quality professional development sessions by using the success criteria outlined in this document to complete the “Texas School PD Planning Template” and create relevant materials.

Clear Objective	Objective: have a clear understanding of the end goal of your workshop
	<p style="text-align: center;">Keys to Effective Objectives:</p> <ul style="list-style-type: none"> ● High Leverage: most important area to increase student learning/teacher proficiency ● Practice-focused: participants are able to practice it in the session itself ● Measurable: you can easily evaluate if they have accomplished the objective ● Doable: you can accomplish the objective in the time you have allotted
Rationale: sense-make, increase participant engagement and gain buy-in	
Rationale	<p style="text-align: center;">Keys to Powerful Rationale:</p> <ul style="list-style-type: none"> ● Heart: Caters to the heart by being inspirational and aspirational, evoking images and emotions ● Mind: Caters to the mind by using economy of language, providing facts, referencing data and actively involving the participant
	See it: design activities that lead participants to see the best practice
See it	<p style="text-align: center;">Key Characteristics of “See It” Activities:</p> <ul style="list-style-type: none"> ● Aligned to Objective: Key components of the PD are embedded within activity ● Easy to “see it”: Video clip of teaching/leading, movie clip, written exemplar or negative case study, live modeling, etc. ● Precise questions: ask focus questions <u>before</u> the activity to target what they should see ● Keep them short: videos/role plays < 5 min <p style="text-align: center;">Two Types of “See it”: Model or Anti-Model</p> <p>Model—Show the Exemplar</p> <ul style="list-style-type: none"> ● Focus on the positive: have them look for what is effective <p>Anti-Model—Diagnose the Problem</p> <ul style="list-style-type: none"> ● Chose a situation that feels realistic and resonates with participants ● Check for participants’ understanding for what’s going wrong ● Create clear contrast between effective and ineffective actions to refine understanding

Name it	Name it: participants identify the best practices & then give it formal language
	<p>Sharing—Get participants to name it:</p> <ul style="list-style-type: none"> ● Start from the end goal--identify what you want participants to say ● Use scaffolded Qs that point to specific moments/data to guide them to the end goal <ul style="list-style-type: none"> ○ “What happened in [certain part of the teaching video]?” ○ “Why is that important?” “What’s the purpose of that action?” ○ Volleyball, not ping pong * Be intentional about group selection ● Give explicit instructions for small group work & monitor the group’s progress <p>End with naming it formally—precise language naming the action:</p> <ul style="list-style-type: none"> ● Wait until the end: let participants do the cognitive work first; then name it yourself ● Limit the words: keep framework succinct and precise (3-5 bullets, one-pager)
Do it	Practice the techniques and implement in lesson plans
	<ul style="list-style-type: none"> ● Make it real: make the practice directly connected to participants’ work ● Detailed instructions: have an explicit protocol & precise roles ● Plan, then practice: script out actions/language before practicing ● Practice, feedback, re-do: give feedback to the actions/language and have participants immediately re-do the most challenging part of their practice ● Easy-to-monitor follow-up: ID post-workshop actions that are easy to monitor to guarantee implementation
Reflect	Reflect: Solidify the learning and write up an action plan
	<ul style="list-style-type: none"> ● Brief & written in one place: 1-2 minutes at a time, embedded throughout the PD
	Survey: Gauge session effectiveness (content, facilitation, logistics)
Survey	<ul style="list-style-type: none"> ● Survey: Gauge effectiveness of facilitation, appropriateness of content, and clarity of logistics by providing participants a brief survey ● Upgrade: Make upgrades to future sessions based on feedback ● Implementation Support: Adjust level of implementation support based on survey feedback

TEXAS SCHOOL PD PLANNING TEMPLATE

Purpose: Develop high-quality professional development sessions by using the “Texas School PD Planning Success Criteria” to complete this document and create relevant materials.

Session Name:	Small But...Mighty Groups
Session Date & Time:	Wednesday, August 16th 2:15 pm-3:45 pm (1 hour and 30 minutes)
Materials & Tools:	Class Roster Blue Cards PK Data from Woodcock-Munoz assessments Small Group Grouping Template Exemplar Small Group Schedule with options Small Group Expectations
Objective: What is the goal by the end of the session? (define the utility to participants)	By the end of this session, teachers will have a shared understanding of Texas School small group expectations. By the end of this session, teachers will group their students using various data points to be ready to execute small group instruction. By the end of this session, teachers will have a small group schedule and transition routines to utilize during the small group.
Rationale (include images and cater to the heart and mind) 10* Minutes	Teachers, we had tremendous growth last year, and we have the opportunity to begin this year using the best techniques that were most impactful. You, teachers, identified consistent small group instruction as a high leverage strategy. Guess what? Research backs your intuition. Small group is known to be one of the highest leverage instructional strategies. (Slide) Let’s use this knowledge to continue to shine. How can we use small groups to grow proficient readers and prepare leaders for the first Common Assessment and beyond? Last year, our whole school’s STAAR average, if we took every STAAR tested subject from every grade, and averaged the scores, we are close to 60%. Our overall reading proficiency K-2nd average was 64%. That is GREAT. That is COMMENDABLE. That is almost IMPOSSIBLE for a campus like us. Most would not even believe it is true. However, that does not account for all of our leaders. What about the more than 30 percent of students who are still not reading at grade-level or the students who did not pass STAAR?!?!?

	<p>What could have been possible for these leaders, if they received 30 minutes of effective small group instruction at least three times a week? Would their odds have been different? Truth is, we will never know. But what we DO know now (Pause) is that small group instruction works and all of our students will receive it this year. Having small groups will allow us to begin with the end in mind to meet our 80% reading and STAAR goals.</p>
<p>See it (provide exemplar or non-example) 10* Minutes</p>	<p>See it: design activities that lead participants to see the best practice</p> <p>Teachers were provided a variety of data points and examples of small groups organized in different amounts of groups. Teachers were also provided a brainstorming sheet with questions to consider during planning of classroom management systems. Documents are attached in powerpoint. Teachers will also watch a video of a teacher explaining how she sets up expectations for small groups.</p>
<p>Name it (help teachers name it) 20* Minutes</p>	<p>Name it: participants identify the best practices & then give it formal language</p> <p>Ask teachers, "What do you notice about this example?" What is effective about the exemplar? What techniques did you notice that the teacher implemented that made her small groups successful? How can teaching and monitoring expectations set the stage for your small group time?</p>
<p>Do it (work time) 100* Minutes</p>	<p>Do It: Practice the techniques and implement in lesson plans</p> <p>Teachers will use the data points to group their class on the pre-planning document. Teachers will work in teams to create expectations for small groups.</p>
<p>Reflect (obtain and provide feedback) 10* Minutes</p>	<p>Reflect: Solidify the learning and write up an action plan</p> <p>How were you able to group your students? Can you name 2 components of your Small Group Expectation Plan? What impact can knowing your leader profiles have on your small groups?</p>
<p>Survey How will we gauge session effectiveness?</p>	<p>Google survey with the following questions:</p> <ol style="list-style-type: none"> 1. The session today helped me complete one or more items off my to do list. T/F 2. The session today was (select one): not helpful, somewhat helpful, helpful, valuable, invaluable 3. Name one new learning and how it will help you improve daily instruction 4. What upgrades would you make to today's session? 5. Questions/Comments

