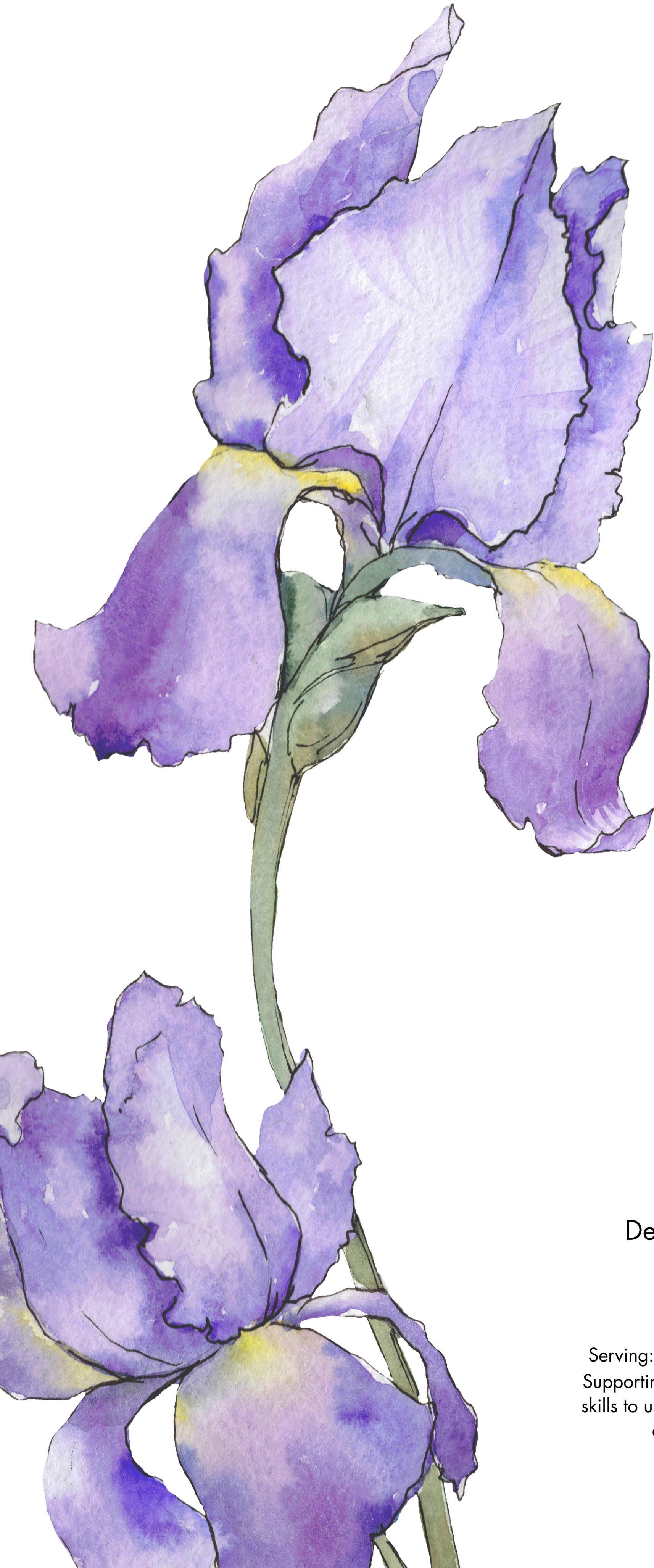

Professional Development Facilitator's Guide

Template

IRIS CENTER™

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Serving: Higher Education Faculty • PD Providers • Practicing Educators
Supporting the preparation of effective educators with the knowledge and skills to use evidence-based practices to improve outcomes for all students, especially struggling learners and those with disabilities.

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP)

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IDEAs that Work U.S. Office of Special Education Programs

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This Professional Development Facilitator's Guide Template is designed to assist with the delivery of face-to-face professional development sessions about any online IRIS Module. The aim of such sessions is to further support educators' and administrators' implementation of the practice, strategy, or framework presented in those modules.

Time

Six hours divided into two sessions:

- Session 1 (Parts 1 and 2): Three hours for initial whole-group session to prepare for implementation
- Session 2: Three hours of follow-up for individual, small-group, or whole-group sessions to refine implementation

Suggested Materials and Supplies

- Participants: pens, pads, self-adhesive notes, highlighters, markers, printed copy of the module outline
- Presenter: self-adhesive chart paper, markers
- Technology: Internet access, laptop or tablet, external speakers, projector and screen, timer

Technology Considerations

Make sure that participants have computers and access to the Internet. If there are not enough laptops or tablets available, participants can work in pairs or a computer lab can be arranged for the event.

Pre-Reading Assignment Considerations

Ideally, all participants will have viewed the module prior to the session. However, it is important to recognize that some participants will not yet have done so, and those who did will not have yet mastered its contents.

- It is advisable to remind participants several times to review the module before the training event takes places.
- If it seems necessary, please consider setting aside the first 10–15 minutes of the session so that participants can review the module.
- Hand out a copy of the module outline (downloaded from the IRIS Website) and instruct participants to look for information in the module to enhance that outline. For example, they might write out the definitions presented in the module and add information to the resource's bullet points, numbered lists, drop-down boxes, and graphics.

Session 1 (Part 1):
Reviewing Content in IRIS Modules

Preparing for the Session

A successful professional development event requires thorough preparation. Complete the tasks listed below. As you do so, check the box next to each item.

- ☐ If you begin your session with an opportunity for participants to review the module, be sure to download the module outline and print a copy for each participant. Conversely, participants can download their own module outline and make use of the PDF version's fillable notes feature. If participants will not have access to computers at the beginning of the session, prepare the module outline with the additional information from the definitions, bullet points, numbered lists, drop-down boxes, and graphics so that participants can refer to it during session activities.
- ☐ Review the video and audio clips in the module. Select one that offers a depiction or description of how the practice/strategy/framework is implemented.

  Note: For IRIS Modules that present more than one practice or strategy, either focus on the highest priority for implementation or offer two sessions, replicating the components for each practice/strategy/framework.

- ☐ Review Reflection Question 1: Think a moment about implementing the practice/strategy/framework depicted or described in the media clip. What concerns do you think a teacher might have?
  - Review the Common Concerns Handout to help you anticipate educators' and administrators' concerns about implementing the practice/strategy/framework.
  - Prepare responses that are specific to the practice/strategy/framework presented in the module.
  - Make sure to print enough copies of the Common Concerns Handout and the Critical Steps Handout.

FYI

To complete the Reflection Question Activities, you will need a:

- Laptop/tablet
- Projector to display your computer screen
- Projector to display printed documents (if needed)
- Screen

- ☐ Review Reflection Question 2: Think a moment about implementing the practice/strategy/framework. What elements or steps do you believe will be the most important to doing so successfully?
  - Review the module to identify the important elements or steps of implementing the practice/strategy/framework. List these on the Critical Steps Handout.
- ☐ Download and copy the PDF of the module's Assessment Answer Key found on the IRIS Website under Resources > For PD Providers > Answer Keys. To receive a username and password, please contact IRIS at iris@vanderbilt.edu. If necessary, add further explanations to clarify any items that those taking part might not immediately understand. Consider using the resources suggested in the module to assist with preparing this additional information.

Session 1 (Part 1):
Reviewing Content in IRIS Modules

- ☐ Review the IRIS resources highlighted in the module or any other IRIS resource that might support the module, including case study units and activities. The IRIS Wrap-Around Content Maps—located on the IRIS Website under Resources > For PD Providers, or on the module's homepage—should be of great help. Select one or more resources appropriate for those taking part in the session. Prepare responses to the Guiding Questions, taking into account whether participants are novices or more experienced implementers.
- ☐ Review the Module's References & Additional Resources section. From this, choose one source that participants should be able to read in approximately 10 minutes. If none of the additional readings fit this criterion, locate a recently published, research-based article that addresses the topic or strategy. Take care to consider what reading might be most appropriate for your participants' level of experience. Novices and those in induction programs might benefit more from an introductory reading. However, experienced practitioners may be ready to explore the topic at a more complex level.

Opening Activity: Module Review

Time: 10–15 minutes with computers; 5–10 minutes without computers

Materials Needed: module outline for each participant

» If technology is available:

If you plan to hold the session in a computer lab, you should prepare your workstations by ensuring that an Internet connection is available, launching a browser, and opening the module on the IRIS Website. As participants arrive, ask them to select a workstation and advise them that they will have 10–15 minutes to review the module. Provide a copy of the module outline, and ask them to look for information to complete the outline such as definitions for terms, and keys points for bulleted items, numbered lists, drop-down boxes, and graphics. Tell participants they will use this to help them complete the session activities.

» If technology is NOT available:

If, however, computers and Internet access are not available for all participants, you should prepare the module outline in advance with the additional information for the definitions, bullet points, numbered lists, drop-down boxes, and graphics so that participants can refer to it while completing session activities. Ask participants to take 5–10 minutes to review the information and make comments in the margins for reference during the session.

Session 1 (Part 1):
Reviewing Content in IRIS Modules

Introduction

Time: 5 minutes

Review the purpose of the practice/strategy/framework introduced in the module (if necessary, refer to the Wrap Up page). Explain that the purpose of this session is to explore the module's content at a deeper level in order to prepare for the implementation of the practice/strategy/framework.

Reflection Question 1

Time: 20–25 minutes

Materials Needed: Common Concerns Handout

» Play Video or Audio Clip

Explain that you and the participants will begin your discussion by revisiting a video or audio clip from the module. Play a clip that highlights the implementation of the relevant practice/strategy/framework.

» Assign Small-Group Work

After viewing or listening to the clip, pose Reflection Question 1:

> *Think a moment about implementing the practice/strategy/framework that was depicted or described in the media clip. What concerns might a teacher have?*

Distribute copies of the Common Concerns Handout. Ask participants to work in pairs or small groups to develop ideas either for (a) how they might respond to a colleague who expressed each of the concerns outlined in the resource or for (b) what kind of information or support would be necessary to address each concern. Suggest that participants use the additional lines in the handout to record any other concerns and how they might be addressed. Allow 10 minutes for participants to work. To conserve time with a large number of participants or with those who are talkative, assign one concern to each pair or small group.

» Monitor

Circulate while participants work to clarify or redirect, as necessary. Make note of particularly strong responses that you wish to share with the whole group. Be sure that different pairs/small groups are identified for each concern.

» Encourage Sharing

At the end of the work time, allow 10 minutes for the participants you identified to share their responses. At this point, make an effort to keep discussion to a minimum in order to stay on schedule and avoid getting bogged down in problem solving.

Reflection Question 2

Time: 10 minutes

Materials Needed: module outline, Critical Steps Handout for each participant

Reminder

Identify the important elements/steps to implement the practice/strategy/framework. Keep in mind any steps that must be followed in a particular sequence.

» Assign Independent Work

Next, ask participants to think about the important elements or steps they will need to keep in mind as they plan to implement the practice/strategy/framework. If necessary, offer participants a general description of the practice/strategy/framework. Pose Reflection Question 2:

> *Think a moment about implementing the practice/strategy/framework. What elements or steps do you think will be the most important to doing so successfully?*

Ask participants to refer to the module outline and, if appropriate, the video or audio clip they just reviewed. Allow participants five minutes to generate a list of the important elements or steps using the Critical Steps Handout.

» Monitor

Monitor and offer guidance as necessary.

» Encourage Sharing

Ask participants to share the elements/steps as you record them in a projected list or on chart paper. If the steps must be followed in a particular sequence, ask participants what must happen first, second, third, etc. Make certain to record the sequence in the proper order.

Assessment Results

Time: 20–30 minutes for more experienced participants; 30–40 minutes for novices

Materials Needed: the module's Assessment and Assessment Answer Key (Note: A laptop and projector might be useful for projecting the Assessment.)

» Assign Independent Work

Distribute the Assessment. Allow participants 10 minutes to answer the items independently and demonstrate their learning of the module's content.

Session 1 (Part 1):
Reviewing Content in IRIS Modules

» Review Assessment Answers

Spend 20–30 minutes reviewing the answers to the Assessment questions. If participants are confused about any of the items, offer further explanations. Allow 30–40 minutes for novice participants and those in induction programs, who will likely need more thorough feedback.

Analyzing Examples or Related Resources Activity

Time: 20–25 minutes

Materials Needed: copies for each participant of an IRIS resource highlighted in the module or a relevant resource that supports the module (e.g., IRIS Case Study Unit, Activity); suggested answers to the Guiding Questions

Reminder

- For suggested answers to the Guiding Questions, consider whether participants are novices or more experienced practitioners.
- Decide on your preferred grouping arrangements (e.g., role alike if examining an example of a strategy or practice in a particular content area or grade level; mixed roles for school-wide practices). If participants do not fit neatly into a particular group, have them sit with the group they most often support.

» Assign Small-Group Work

Assign participants to groups that will be appropriate to complete the activities at hand. Provide them with an example from the module or a supporting IRIS resource relevant to the practice/strategy/framework. If the latter, explain that the resource does not replace the module rather but is instead intended to create opportunities for further study or practice with an important element.

Ask participants to review the example or resource (completing any portions or questions as necessary) and then discuss how they will use that information to guide their implementation of the module's content. Be aware that the example or resource might not offer information that is specific to each participant's current roles. The point is not to determine how to replicate these examples but rather to use them as a springboard for discussing how to plan and implement the practice/strategy/framework in their own classroom, school, or district. Therefore, as they talk about the example, encourage participants to refer to their own curricular materials and their school or district's plans. Offer participants the Guiding Questions on the following page.

Session 1 (Part 1):
Reviewing Content in IRIS Modules

Guiding Questions

» General

1. How are the elements or steps of the practice/strategy/framework incorporated into the example?
2. How are different students' needs met in the example?
3. What kind of preparation (e.g., resources, other professional development, data collection and analysis) would be necessary to accomplish something similar in your class or school?
4. What organizational structures (e.g., scheduling, planning teams, administrative support) need to be in place if the practice/strategy/framework in question is to be successful?

Although the general questions above can be used with any participants, you might want to consider alternate questions for participants in induction programs or for those who are experienced.

» Induction Programs

1. How are the elements or steps of the practice/strategy/framework incorporated into the example?
2. How are different students' needs met in the example?
3. What have you learned in your preparatory courses or classroom experiences that would support you in implementing something similar?
4. What else would you need to learn to implement something similar?
5. Using your observations and experiences in classrooms, describe how well you think the practice/strategy/framework could be integrated into the school structure or practices.

» Experienced Participants

1. In what ways did the example in the module or related resource demonstrate strong fidelity to the elements or steps of the practice/strategy/framework and in what ways did the example in the module or related resource suggest room for tailoring the practice/strategy/framework for different instructional contexts?
2. What needs to change in your classroom or school if the practice/strategy/framework is to be integrated with other best practices and initiatives already in place?
3. How will you ensure that the way this practice/strategy/framework is implemented meets the needs of different students?

Session 1 (Part 1):
Reviewing Content in IRIS Modules

To extend learning when examples, whether in the module or related resources, are not available, ask participants to draw on their own experiences to suggest some ways in which the practice/strategy/framework might initially be implemented and later refined. Use the following questions to encourage discussion:

- How do you think someone who is just getting started would implement the practice/strategy/framework?
- What do you think would be different about the implementation for someone who has more experience?
- What would it take to get someone started who was new to the practice/strategy/framework?
- What would it take to move someone from early implementation on to implementation stages later in the process?

Further Reading

Time: 15–20 minutes

Materials Needed: copies of an additional reading or informational resource suggested in the selected module; PowerPoint slide or handout with instructions for the article or resource review

Reminder

- For an additional reading or informational resource see the References & Additional Resources page for suggestions.
- Select an article or resource that can be read by participants in approximately 10 minutes.

» Assign Independent Work

Allow participants 10 minutes to read the document on their own. Display the slide or distribute a handout for the participants to use as they review the article or resource.

» Collect and Review Responses

Allow five minutes for participants to comment on/post their responses to the following questions:

1. What is something from the reading with which you agree?
2. What is something from the reading you are still pondering?

Record or display the participants' comments (e.g., on a self-adhesive note, electronic posting) then summarize the responses to each question.

Break: Offer participants a 10-minute break before starting the next portion of the session.

Session 1 (Part 2):
Preparing for Implementation

Preparing for the Session

A successful professional development event requires thorough preparation. Please complete the tasks listed below. As you do, check the box next to the item.

- ☐ For modules that present more than one practice or strategy, establish criteria to select the appropriate practice or strategy with which to start. Either focus on the highest priority for implementation or offer two sessions, replicating the components for each practice/strategy/framework.
- ☐ Download and prepare copies of any relevant resources or planning guides provided in the module.
- ☐ Prepare copies of appropriate curricular standards, curricular materials, and the school's typical lesson plan templates. (Note: If teachers will not be in their own buildings, it may be necessary for the facilitator to bring materials for them to use.)
- ☐ Prepare copies of the relevant policies, handbooks, or other materials (including the school's typical campus/school improvement plan templates).
- ☐ Make sure computer and Internet access are available during the scheduled time. You might want to arrange for extra computers for participants who do not have their own laptops or tablets.

Introduction

Time: 5–10 minutes

Establish the expectation that participants will leave the session with a plan to implement the practice/strategy/framework described in the module. Orient participants to the resources and materials available to them for their planning.

If the module presents more than one practice or strategy, help participants determine the practice/strategy on which they should focus. Explain the criteria for selecting the practice/strategy/framework.

Collaborative Planning

Time: 20 minutes for more experienced educators; 30 minutes for novices

Materials Needed: laptops or tablets, Internet access, copies of any relevant resources or planning guides provided in the module, a copy for each participant of the Implementation Plan Handout

Session 1 (Part 2):
Preparing for Implementation

FYI

- For lesson planning, prepare copies of appropriate curricular standards, curricular materials, and the school's typical lesson plan templates.
- For frameworks or school-wide policies, prepare copies of the relevant policies, handbooks, or other materials (including the school's typical campus/school improvement plan templates).

» Assign Group Work

Participants should work with colleagues to plan implementation of the practice/strategy/framework. If teachers are planning lessons, they should use curricular materials and refer to the standards for their grade level or course.

By the end of the planning time, all participants should have prepared a plan and scheduled an approximate date for completing the initial implementation of the practice/strategy/framework. This might be a lesson plan—using the school's typical lesson planning format and any necessary materials for the strategy/practice—or it might be an action plan for a school-wide approach or framework. If the latter, participants should be encouraged to use their typical campus/school improvement plan format. In addition to their typical planning forms, participants should complete the Implementation Plan Handout to leave with the facilitator for follow-up.

Although the specific date may need to be adjusted based on student needs or logistical considerations (e.g., unexpected school activities), participants should be encouraged to set a date that is not long after the session. The longer the time-frame between the session and implementation, the more likely the teachers will forget critical guidance, possibly resulting in a loss of fidelity to the instructional practice. Ideally the implementation should take place within two weeks of the end of the session, but in any event we recommend that no more than a month be allowed to elapse. If for whatever reason a participant is unable to implement the plan within four weeks, the facilitator should schedule a time to meet with her or him (electronically or in person) prior to the implementation in order to review the components of the practice/strategy/framework and answer any questions.

» Monitor and Assist Teachers

The facilitator should monitor participants and offer assistance as necessary. Depending on the content of the module, it might be helpful to have on hand other experts or decision-making authorities from within the school or district (as was provided during Session 1, Part 2).

Facilitators need to be prepared to assist teachers in identifying the appropriate lesson focus or curricular standards upon which they are building their lessons. If participants are preparing to implement a framework or a school-wide policy, they should refer to current policies, handbooks, and other relevant materials. Additionally, facilitators should be prepared to help participants to identify what is most likely to be impacted when implementing the practice/strategy/framework.

Assignment To Complete Before Follow-Up

Time: 5 minutes

Materials Needed: Implementation Assignment Handout.

Review and explain the following expectations with the participants.

» Implementation

The participants should implement their practice/strategy/framework preferably within two weeks of the session's end.

» Observation

Implementation of the practice/strategy/framework should be observed, using one of four options:

1. Schedule the facilitator to observe while the plan is being implemented.
2. Have one or more colleagues (e.g., Professional Learning Community) observe implementation of the plan.
3. Video-record the implementation of the plan.
4. Create a Web-hosted video and audio streaming during implementation of the plan.

Note that options 3 and 4—which entail video recordings or electronic images of students—are dependent upon district policies regarding permissions and releases.

Observers or viewers should monitor for fidelity of implementation and students' reactions and outcomes. The teacher and observer should review what constitutes fidelity of implementation prior to the lesson delivery. (For more on this, please see the next section of this guide.)

» Completion of Handout

After implementing the practice/strategy/framework, the participant should independently answer the questions on the Implementation Assignment Handout.

Facilitator Information on Monitoring Implementation Fidelity

Materials Needed: Completed Critical Steps Handout, a copy of the Implementation Fidelity Checklist

Facilitators will need to observe participants over the next month. It is critical that each plan and its implementation demonstrate fidelity of the evidenced-based practice/strategy/framework presented in the module. If no guide to fidelity was provided in the resources that accompanied the module, you can create your own using the elements or steps you identified in Reflection Question 2: Think a moment about implementing the practice/strategy/framework. What elements or steps do you think will be the most important to doing so successfully? Recall that you recorded these elements or steps on the Critical Steps Handout. Insert each element or step into the Implementation Fidelity Checklist Handout. Add or delete rows as necessary.

FYI

You might find it helpful to use the early versus late implementation information developed for the Analyzing Examples or Related Resources Activity (p. 7) as a guide for what you expect to see.

To help determine the quality rating for the implementation fidelity criterion, facilitators should use the Guidance for Quality Indicators rubric located on the Implementation Fidelity Checklist Handout.

End-of-Session Reflection

Time: 5 minutes

Materials Needed: a copy for each participant of the End-of-Session Reflection Form

Hand out an End-of-Session Reflection Form to each participant. Allow participants approximately five minutes to complete and collect forms as participants leave. The End-of-Session Reflection Form helps facilitators to recognize new knowledge gained by participants and to address their questions in subsequent sessions.

Session 2:
Facilitating Follow-Up Sessions

Preparing for the Session

After participants have implemented their plans incorporating the practice/strategy/framework they learned about in the IRIS Module, facilitators should plan for two types of follow-up sessions: individual and group. These sessions are intended to refine implementation of the practice/strategy/framework and, where necessary, to improve participants' fidelity.

A successful professional development event requires thorough preparation. Please complete the tasks listed below. As you do, check the box next to each item.

- ☐ Prepare feedback on participants' implementation using a 3 (positives) to 1 (area for refinement or improvement) ratio.
- ☐ Gather fidelity data and student outcome data. Aggregate the data and prepare to present them to the whole group. Take care to preserve the anonymity of the participants so that no one person is called out.
- ☐ Gather individual participant's reflections. Aggregate the data for all of the participants and prepare to present them to the whole group.
- ☐ Download and prepare copies of one or more IRIS resources from the module or a resource listed on the References & Additional Resources page.
- ☐ Download and prepare copies of any relevant resources or planning guides included in the module.
- ☐ Prepare copies of appropriate curricular standards, curricular materials, and the school's typical lesson plan templates for developing new implementation plans. (If teachers will not be in their own buildings, it may be necessary for the facilitator to bring materials for them to use.)
- ☐ Prepare copies of the relevant policies, handbooks, or other materials related to the school and district's policies (including the school's typical campus/school improvement plan templates).
- ☐ Be certain that participants can access the Internet during scheduled planning time.

Session 2:
Facilitating Follow-Up Sessions

Individual Follow-Up

Time: about 20 minutes per participant, held prior to or instead of a group session

If the facilitator observed the participant in person or virtually, individual feedback should be offered. To build rapport and put the participant at ease, the discussion should start by asking the participant to share her or his responses to the four questions on the Implementation Assignment Handout. This interaction should give the participant an opportunity to acknowledge the strengths and weaknesses of her or his implementation, and the facilitator may be able to affirm or elaborate upon those reflections.

Next, the facilitator should offer specific feedback. This should be provided in a 3-to-1 ratio:

- Three positive statements about good aspects of the participant's implementation and the students' responses
- One aspect of the participant's implementation upon which to improve

Though the feedback might confirm what the participant has already identified in responding to the four questions on the Implementation Assignment Handout, it might also introduce new aspects that she or he has yet to consider. Nonverbal communication is also important and should convey a positive and respectful demeanor so that the participant does not misconstrue what is intended to be constructive feedback as authoritative, punitive, or condescending.

End the conversation by reviewing (and possibly revising) the participant's next steps for implementing the practice/strategy/framework. If necessary, schedule a time to work with the participant to improve a particularly troubling aspect of the implementation.

Group Follow-Up

Time: 3 hours

Either in Professional Learning Communities at the school (if this method of observation was employed) or as a whole-group session of all participants, it is important to provide general feedback on the participants' implementation and to ensure continued efforts.

» Opening Activity (20 minutes)

Facilitators should select one or more IRIS resources from the module or a resource listed on the References & Additional Resources page to have participants read and discuss. Possible discussion questions include:

- What is something from the reading with which you agree and why?
- What is something from the reading you are still pondering and why?
- How do you think you can make use of this resource as you continue implementing the practice/strategy/framework?
- What suggestions would you have for anyone who might try to use this resource?

If participants are discussing in small groups, circulate and offer clarification or redirection, as necessary. Make note of particularly strong responses to be shared with the whole group. Be sure that different small groups are identified for each question.

» Fidelity Data (45–60 minutes)

Facilitators should help refine implementation of the practice/strategy/framework by:

- Presenting aggregated observational data on implementation fidelity and offering suggestions for improving the particular criteria on which scores were lower
- Presenting aggregated data on student outcomes associated with implementation of the practice/strategy/framework

If all of the scores are low, select specific pages from the module to review as a group. If all of the scores are high, extend the group's discussion by presenting more information about the evidence supporting the practice and further discuss possible next steps.

As the data are being presented, participants may want to comment on them. To head off defensiveness, encourage participants to make comments that use the following stems:

I notice that ____. This makes me think we might need to ____.

When I think about the _____ data, I wonder whether _____.

To better understand the _____ data, we might need to _____.

I had not considered _____. Perhaps there is a way we might also gather information on _____.

Do not discuss individual participants' strengths and weaknesses. Instead, focus only on aggregated data for implementation of either the particular practice or strategy or provide fidelity data aggregated across all the practices/strategies. Use the planning time to speak with participants individually about some ways to improve the implementation of particular practices or strategies.

Break: Offer participants a 10-minute break before starting this portion of the session.

» Implementation Tips (40 minutes)

Present the aggregated reflection data submitted by participants.

- Ask participants to spend 15 minutes in small-group discussion, sharing what they learned about implementing the practice/strategy/framework.
- Allow participants 10 minutes to use the reflection data and their discussion points to generate two lists of lessons learned. One list should include tips for successfully implementing the practice/strategy/framework. The other should include pitfalls they recommend others avoid when implementing the practice/strategy/framework.
- Spend 10 minutes asking each group to share one tip and one pitfall. Create a Word document of the collective lists and send via email to all participants.

» New Implementation Plans (30 minutes)

Facilitators should confirm the next steps for implementing the practice/strategy/framework. Participants should make specific plans for improving their implementation by:

- Creating another plan for incorporating that practice/strategy/framework or taking the next steps for implementation. This plan should include particular adjustments to correct for those aspects with lower fidelity
- Setting a date by which the plan will be implemented
- Determining how the new plan will be observed and how implementation fidelity data will be collected for assessing improvements

Distribute blank copies of any templates or resources included in the IRIS Module. Participants might need computers and Internet to access the necessary curricular materials or they might need to use their school's typical lesson plan format or campus/school improvement plan.

Facilitators should be prepared to help teachers in an induction program to identify the appropriate lesson focus or curricular standards upon which they are building their lessons. If participants are preparing to implement a framework or school-wide policies, they should refer to current policies, handbooks, and other relevant materials.

Facilitators should be prepared to help participants to identify what is most likely to be impacted when implementing the practice/strategy/framework.

Also during the planning time, the facilitator should monitor participants and offer assistance as necessary. Depending on the content of the module, it might be helpful to have on hand other experts or decision-making authorities from within the school or district (as was provided during Session 1, Part 2).

If participants are ready to move on to a new strategy or practice, the facilitator could return to the beginning of this guide and repeat the process.

Break: Offer participants a five-minute break before starting the next portion of the session.

» Debriefing (30 minutes)

Ask participants to present a brief summary of their plans to the whole group. After participants have heard about all the plans, ask the group to respond to the following questions:

- How well do the plans accomplish the purpose of the practice/strategy/framework, as well as any relevant curricular standards?
- How well do the plans avoid the pitfalls and capitalize on the tips learned from the first implementation?
- What additional professional development might be necessary to improve implementation and student outcomes?

If additional follow-up sessions are to be held, return to the "Assignment To Complete Before Follow-Up" section (p. 12). Replicate that process, as well as the individual and group follow-up described in this session.

End-of-Session Reflection

Time: 5 minutes

Materials Needed: End-of-Session Reflection Form for each participant

Distribute copies of the End-of-Session Reflection Form. Allow participants approximately five minutes to complete form. Collect them as participants leave the session. The End-of-Session Reflection Form helps facilitators to recognize new knowledge gained by participants and to address their questions in subsequent sessions.