

Professional Development Session *20 % of final grade (10% session, 10% reflection)*

- In pairs you will lead an active learning workshop session designed to help participants improve their teaching or understanding of it (a presentation you might give to teachers on a PD day).
- The presentation will be approx. 40 minutes.
- The workshop must reflect a strong basis in theory but is to be primarily applied in nature. The session must be much more than sharing information and ideas—the class will be doing/experiencing something (e.g. analyzing personal teaching/learning understandings from a particular perspective; engaging as learners in an innovative teaching/learning strategy).
- The intention is to engage the teachers in the topic by involving them in constructivist and arts-based learning experiences (discussions, narratives, role-playing, arts/creative activities, problem-solving, collaborative planning and analysis, etc.).
- On the day of your presentation you will submit a 500-word workshop overview/summary.
- One week *after* the presentation each student will individually submit a reflective analysis of your workshop presentation.

Assessment Criteria

Content

A - Strong basis in theory - Convincing and appropriate connections between theory and application are demonstrated and/or articulated	B - Evident basis in theory - Connections between theory and application are demonstrated and/or articulated	C - Sketchy basis in theory - Connections between theory and application are not adequately demonstrated and/or articulated
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Clarity and communication

A - Effectively enables participants to understand and make connections to the topic - Answers questions with command of material	B - Information is presented in a logical and coherent manner - Adequately answers questions	C - Accurate statements about the topic - Attempts to answer questions
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Learning experiences

A - Participants are meaningfully and actively engaged - Activities extend and enhance understanding of the topic	B - Participants are engaged - Activities support understanding of the topic	C - Engagement of participants needs work - Activities only marginally support understanding of the topic
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Workshop planning and presentation

A - Thoughtful and thorough planning is evident - A highly effective opportunity to learn about this topic	B - Adequate planning is evident - An effective opportunity to learn about this topic	C - Limited planning is evident - Some opportunity to learn about this topic
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Reflective Analysis of Workshop Session

The reflective analysis of your workshop presentation allows you to articulate and build on the learning you experienced while engaging in the leading of your workshop and while thinking about it afterwards.

You may wish to structure your reflection with your own headings and/or some of the following:

Overview of Activity, Goals, Achievement of Goals, Comments, Summary, Changes for Next Time, Successes, Areas for Improvement, Disasters, Teacher Role, Extensions, Connections, Accommodations, etc.

Assessment of Reflection

Have you identified goals of the activity and commented on their achievement?

A	B	C
• Yes, with superior thoroughness and perceptiveness. Excellent.	• Yes, with thoroughness and perceptiveness. Good.	• To some extent, but with limited thoroughness and perceptiveness. Not quite there.

Have you, in order to provide evidence/justification for your comments and assessments, connected to personal observations, experiences, knowledge, understandings, and/or to relevant literature? (*E.g. I know this BECAUSE...*)

A	B	C
• Yes, extensive and highly effective connections enrich the reflective commentary. Excellent.	• Yes, a number of effective connections enrich the reflective commentary. Good.	• Some connections of limited effectiveness contribute to the reflective commentary. Not quite there.

Have you identified strengths, areas for improvement, and specific possible changes for next time?

A	B	C
• Yes, extremely rich, helpful, and detailed analysis. Excellent.	• Yes, helpful and detailed analysis. Good.	• Some potentially useful analysis. Not quite there.