

## Component Checklist

*Key questions to consider as you design a PD experience*

### PREPARE

Context	<ul style="list-style-type: none"> <li>✓ How will you learn about the place and the people involved in the professional development experience? (For example, school website, SSIR online reports, and discussions with the site coordination.)</li> <li>✓ Based on what you have learned, what specific choices can you make about the learning targets and activities?</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>✓ How will you support your work with a brief connection to theory, research, and/or policy?</li> <li>✓ What are the quotes or artifacts from students or teachers that support your work?</li> <li>✓ How will you present your evidence to support the specific purpose of this particular workshop?</li> </ul>
Learning Targets	<ul style="list-style-type: none"> <li>✓ What is the big idea or question guiding this professional development experience?</li> <li>✓ What knowledge, skills, and dispositions do teachers need to address the big idea?</li> <li>✓ How will you prioritize the few learning targets that are most important?</li> </ul>
Art Content	<ul style="list-style-type: none"> <li>✓ What key elements of the art form have you chosen to focus on in this PD experience?</li> <li>✓ How will you identify and define the chosen elements for the classroom teachers?</li> <li>✓ When will you refer to the elements throughout the workshop, in order to help embed understanding for the teachers?</li> <li>✓ How might you engage the teachers in discussions about the elements to solidify their understanding?</li> <li>✓ What materials will you provide that can serve as long-term reminders of the art form and its key elements?</li> </ul>

### IMPLEMENT

Experience	<ul style="list-style-type: none"> <li>✓ What types of experiences will provide teachers with personal insight into arts integration?</li> <li>✓ What experiences will foster participants' confidence in art making?</li> <li>✓ What kinds of experiences will serve as adaptable models upon which teachers can elaborate in their own classrooms?</li> </ul>
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Facilitation	<ul style="list-style-type: none"> <li>✓ In what way(s) will you guide teachers to discuss, analyze and/or consider how to facilitate the arts strategies, techniques or approach?</li> <li>✓ How might teachers actually practice facilitating?</li> <li>✓ How might you offer feedback about the classroom teachers' attempts with facilitation?</li> <li>✓ How might teachers benefit from their experience facilitating their peers?</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>✓ How will you introduce and guide participants to understand student achievement in the art form?</li> <li>✓ What will classroom teachers do to practice assessing student artwork?</li> <li>✓ What will classroom teachers do to practice designing assessment tools?</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>✓ When will reflection best help teachers think carefully and critically about an important point?</li> <li>✓ When do classroom teachers need time to make sense of what they just experienced or learned?</li> <li>✓ Which protocol will insure that 100% of the workshop participants will discuss and/or answer a given reflection question?</li> <li>✓ How might a question be framed to encourage thoughtful, insightful answers as opposed to reiterating a 'correct' response?</li> </ul>
Planning	<ul style="list-style-type: none"> <li>✓ What amount of time will allow participants to develop plans for implementing ideas from the PD experience?</li> <li>✓ What materials (e.g. templates, books, protocols) might you provide to teachers to help them begin planning practical ways to integrate the arts into their own lessons?</li> <li>✓ What structures will you use for providing feedback to teachers as they plan?</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>✓ What methods will insure complete and candid feedback?</li> <li>✓ What kinds of evaluation questions will provide you with actionable feedback to improve future offerings?</li> <li>✓ How will you analyze and find significant themes within the feedback you receive?</li> <li>✓ What short-term evaluation questions might help improve an ongoing PD experience?</li> <li>✓ In what other ways or for what other audiences might this feedback be useful?</li> </ul>

## EXTEND

Application	<ul style="list-style-type: none"> <li>✓ What opportunities are you providing teachers to commit to next steps?</li> <li>✓ How are you asking teachers to put their new learning into practice following the professional development experience?</li> <li>✓ As appropriate, how will you check-in on their implementation?</li> </ul>
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Curriculum Development	<ul style="list-style-type: none"> <li>✓ What are you requiring teachers to produce in the way of arts-integrated unit or lesson plans moving forward?</li> <li>✓ What template will you provide within the professional development experience?</li> <li>✓ What curricular resources will teachers have access to after the PD experience?</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>✓ What instructional coaching support can you provide following the PD experience?</li> <li>✓ How will you make yourself available for such coaching?</li> <li>✓ What is the likely coach's experience level with arts integrated instruction?</li> <li>✓ How will you help them reflect on their facilitation experience to encourage them to be self-directed learners?</li> </ul>
Demonstration Teaching	<ul style="list-style-type: none"> <li>✓ What might you demonstrate that will be most useful?</li> <li>✓ How will you guide classroom teachers to notice the choices you are making when demonstrating?</li> <li>✓ What questions might you pose to classroom teachers before beginning the demonstration?</li> <li>✓ What points will you discuss after the demonstration?</li> </ul>
Co-Teaching	<ul style="list-style-type: none"> <li>✓ How will you develop a shared lesson with your partner classroom teacher(s)?</li> <li>✓ How might you define role responsibilities in advance of facilitating a co-taught session?</li> </ul>
Action Research	<ul style="list-style-type: none"> <li>✓ How might you help classroom teachers define a focus and questions for a simple action research process that can provide them insight into their effectiveness?</li> <li>✓ How might you demonstrate how an action research approach might increase classroom teachers' understanding and effectiveness?</li> </ul>
Study Groups/PLCs	<ul style="list-style-type: none"> <li>✓ How might you connect with structures of collaborative planning and reflection that exist at the teachers' school sites?</li> </ul>
Online Networks and Other Support	<ul style="list-style-type: none"> <li>✓ What modes of online support are available or likely to be used by these teachers?</li> <li>✓ How will you assist them in getting access these supports?</li> </ul>
Video	<ul style="list-style-type: none"> <li>✓ What technology will teachers require in the classroom to capture learning on video?</li> <li>✓ How might video help demonstrate ways to assess student achievement in and through the art form?</li> <li>✓ Who will do the recording?</li> <li>✓ How can you support (templates, protocols) teachers in reflecting on their recorded teaching?</li> </ul>

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Charts, Posters,  
Visuals and Packets

- ✓ What resources might you develop with the classroom teachers during a PD experience to help them solidify their understanding that they can use after the workshop?
  - ✓ What resources will you produce for the teachers? How will you guide the teachers to use them?
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