

Ánimo Venice Presentation Exit Slip

March 6th/8th, 2013

CONTENT	Session Strengths & Weaknesses	Questions & Recommended Next Steps
I. Supporting Undocumented Students at Animo Venice		

EVALUATION	
Level 1: Does Not Meet Standards - Level 2: Partially Meets - Level 3: Meets Standards - Level 4: Exceeds Standards	
Level 3 Description	Rating
<p>SHARED GOALS:</p> <ul style="list-style-type: none"> ● Presentation has specific and measurable goals or outcomes. ● Presentation goals align with the data-driven needs of the school or group ● Facilitator(s) explicitly communicates expected outcomes 	
<p>ADULT LEARNING STRATEGIES</p> <ul style="list-style-type: none"> ● Learning strategies align with intended outcomes, adult learner needs, and content ● Presentation models aspects of quality teaching and essential elements of effective instruction, including: anticipatory/ warm-up activity, teaching input, modeling, multiple checks for understanding, guided practice, independent practice, proving activity, and closure with opportunity for feedback (exit slip/ ticket) ● Presentation design offers a research base ● Presentation structure supports learners at various stages of implementation and levels of use, and accommodates various preferences and motivations to learn 	
<p>COLLABORATIVE LEARNING COMMUNITY</p> <ul style="list-style-type: none"> ● The Presentation lesson-design promotes collaboration and group problem solving on issues of importance to objective ● Collaborative groups are strategic, allowing participants to interact and learn with a variety of colleagues ● Participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue ● Each participant has a personal understanding of the role he/she owns in the collaborative implementation of practices outlined in PD and how he/ she will be held accountable for implementation 	
<p>EFFECTIVE USE OF TIME</p> <ul style="list-style-type: none"> ● The majority of time is focused on learning related to the strategic focus rather than other 'business' ● Appropriate time is allocated to each segment of professional development (i.e., warm-up) to ensure that there is proper time to complete the proving behavior and provide closure ● Structures are in place to ensure smooth transitions between topics and appropriate opportunities for balanced input 	
<p>FOLLOW-UP SUPPORT</p> <ul style="list-style-type: none"> ● The facilitator(s) encourages participants to self-assess areas of strength and need relative to content, and to reflect upon connection between content and personal professional growth goals ● Actionable steps or action plans have been created in collaboration to define next steps for implementation ● Expectations for ongoing support and assessment of progress are outlined and integrated with school follow-up structures 	
<p>TONE</p> <ul style="list-style-type: none"> ● The facilitator(s) is positive is positive and motivational ● The facilitator(s) engages in active listening, seeks to clarify issues with meditational questions, and ensures that conversation balances the needs of individuals and the full group ● Conversation is respectful and professional ● Participants are comfortable respectfully challenging one another ● Participants are actively engaged in the topic(s) 	