CDE E-Train Part II: Facilitator's Guide

Training Objectives:

- Connect with other evaluators.
- Engage in professional learning and learn from others.
- Explore and apply content and learning from E-Train Part I modules.
- Identify an area for continued professional growth/enhancement, including next steps.
- Complete training requirement for evaluators of licensed personnel.

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~7:30am	***Room Prep*** *– Title slide visible as participants enter the room. Participant folders, name tags/markers, and sign-in sheet positioned as folks enter the room. Tables/chairs set for small group seating. Chart pages prepped. Post-its and markers scattered on each table grouping. Set out snacks and water (or identify where option to fill water containers). NOTE: If not using folders, prep for distribution of handouts accordingly.*				
8:00am – 8:30am	Participant arrival and settling in. ***Facilitators*** greet participants, answer any initial questions. Invite them to create their name tag and pick up a folder/handouts.				
~15 min **8:30am** – 8:45am	Welcome, Introductions, and Expectations	1-6	Presentation	Welcome participants, provide overview of the training and general housekeeping. **Key Points:** *Slide#2* - Welcome everyone - Introduce self and co-facilitator(s) - Invite by show of hands/stand-up, who's in the room by role and/or district, BOCES, location/region *NOTE: Time may not allow for individual intros. Adjust as needed based on group size.* *Slide#3* - Affirm objectives for the training. - Reinforce that we will be revisiting content from Part I – now with the opportunity to connect and discuss with others, as well as plan for how to incorporate into local systems/practice. - Address when/how participants will receive their certificate of completion	▪ Participant folders, name tags/markers, and sign-in sheet available as participants enter the room. ▪ Project slides ▪ Chart pages: . Parking Lot (*optional*) ▪ Bell or noise to indicate time to wrap-up triad, pair, and group discussions. ***NOTE:*** *Enhance content with local context as applicable.*

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				Slide#4 - Highlight direct connections from this training to satisfying and supporting parts of the principal Quality Standards and Elements (note locally created systems are aligned) *Slide#5* - Provide an overview of agenda. - Highlight/invite agreements for participation in the day's session. - Preview contents of the participant folder (and/or handouts as applicable). - Highlight notecatcher for setting intentions beyond today's training – lead-in to slide #6. *Slide#6* - Affirm the opportunity this training presents and invite participants to maximize the time today to engage in conversations with other evaluators as well as think time and planning time for themselves. - Affirm there is an opportunity today beyond the statutory requirement.	
~25 min 8:45am – 9:10am	Module 1: Educator Evaluations and the Colorado Context --- Exploring Personal Experiences with Evaluation	7-9	Presentation Individual Reflection Pair & Share	Connect with reflections from Module 1 and invite an opportunity to refresh/reconnect to those reflections and share with others. **Key Points:** *Slide#8* - Inform participants that we'll be tapping into the experience in the room – theirs and from the other participants – throughout the day, and inviting them to recall their reflections from the Pause & Reflect prompts in Part I. - Share at various points during the day they will see these icons. - Review description/invitation for each icon.	▪ Project slides ▪ Participants may have notes from their reflections in Module 1. ▪ Timer ▪ Bell or noise to indicate time to switch partners

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				Slide#9 - Invite participants to individually review and refresh their notes and reflections from Module 1 – P&R referenced on the slide, and consider their responses to the prompts on the slide. (~2-3 min) - Invite participants to pair and share their reflections/responses to the prompts: . Indicate that participants will have ~8 minutes total, therefore ~4 min each to share their responses/reflections. . Invite participants to limit their comments/responses while their partner is sharing, i.e., engage in active listening. . Keep time and notify the group when ~4 minutes has passed, prompt to switch partners if not done so already. - Invite participants to thank their partner for sharing their reflections. *Option to repeat and have participants pair/share with another partner, or extend the time in the first pairing.* *Option to include active listening ice-breaker at the start of this topic.* *NOTE: Depending on the room layout and size of the group, participants can stand-up, move around, or may need to simply use "shoulder partners" on either side.*	

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~20 min 9:10am – 9:30am	Module 1: Educator Evaluations and the Colorado Context --- Exploring Personal Experiences	10	Individual reflection Table Discussion or Full Group Discussion	- Invite participants to return to their seats and identify/create their one sentence and write out on the blank notecards available on their tables. (~5 min) *NOTE:* You'll have them use this same card to reference their statement throughout the day, as well as in the closing activity. Invite a share-out in table groups or as a full group their "one sentence" and experience in their one-on-one conversations. **Key Points:** - Invite participants to share any themes, highlights, and/or takeaways from their conversations - Connect key items overheard/ shared with the content in the module that emphasizes the role evaluators play in setting the tone for the evaluation experience as a lead-in to the next slides.	▪ Slide ▪ Blank notecard
~30 min 9:30am – 10:00am	Module 1: Educator Evaluations and the Colorado Context --- Fixed and Growth Mindsets	11-12	Table Discussion *Rapid Fire* Full Group Discussion	Reinforce role evaluators have in setting the tone and opportunity to reframe from fixed to growth mindset. **Key Points:** - Recall/remind content from Part I highlighting role growth/fixed mindsets have in the eval. process. – Note handout in their materials and this is a great example of content that invites further exploration. - Invite participants to think about an educator they've worked with (currently or in the past) with a fixed mindset, and ask, what's your next move with this educator? - Invite each table to engage in a discussion and brainstorm of strategies for how to reframe a	▪ Slide ▪ Handout: . Growth Mindsets ▪ Chart page and Post-its: . Strategies to reframe from fixed to growth mindset ▪

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
				response from a fixed mindset to a growth mindset. . refer to handout if/as needed. . ask each table to capture their ideas/strategies on Post-its (one strategy/idea per Post-it) or directly onto a chart paper (one per table group) - Invite full group share-out of key ideas/strategies/themes from each table's discussion. - Ask each table to add their post-its to the chart page during break (if not done so already).	
15 min **10:00am**	*BREAK – Slide#13* *(Adjust timing if/as needed for flow and to ensure on-track for rest of agenda)*				
~35 min 10:15am – 10:50am	Module 1: Educator Evaluations and the Colorado Context --- Ensuring a Balanced Approach to Evaluation	14-21	Presentation Table Discussion ***NOTE:*** *Option to change table groups to have participants talking with different folks for this next table conversation* Individual Reflection	Recap content from Module 1 regarding balance in evaluation systems and prompt small group discussion of P&R#6. **Key Points:** *Slides#15-18* - Provide a refresh of the content from the Module and definitions of each component of a balanced evaluation system. (~8 min) - Acknowledge the source of this diagram and that it is one way to think about a balanced approach within evaluation systems, not the only way. - Emphasize the focus of this exploration is on the overall systems/structures/tools/processes, rather than an individual educator's practice – although this can be applicable to an individual evaluator's practice as well. - In consideration of the system – invite participants to consider, is the component or example they are considering reliant on a specific individual to be successful/challenge OR is it "baked into" their system and therefore, not dependent on one	▪ Slide . reference screenshots from Module 1 as needed. ▪ Participants may have notes from their reflections in Module 1. ▪ Chart pages, markers, and dots: *Prep in advance* . Balanced Approach to Evaluation - STRENGTHS *(duplicate graphic on slide)* . Balanced Approach to Evaluation - CHALLENGES

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				person for implementation and success/challenge? *Slide#19* - Invite participants to add two dots to the chart pages prepped in advance and posted. (~2 min) . Each participant gets two dot stickers in different colors, for example, blue for strength and yellow for challenge. *NOTE:* This could also be accomplished using markers. . Indicate where participants should place each color dot to correspond with their perception of their evaluation system's strength and challenge. - Summarize emerging themes across the groups and highlight any key strengths/challenges as participants settle back at their tables. - Invite participants to discuss as a group – observations from the distribution of dots and connections to their own experiences in their local system. Ask participants to return to their seats. *Slide#20* **NOTE: These prompts may be covered through the discussion/debrief regarding the placement of dots.** - Invite participants to reflect (and possibly discuss as a full group) how a balanced approach to evaluation is reflected in their own practice as an evaluator. - Invite participants to consider the prompts on the slide (if not already discussed – may or may not be discussed in full group).	*(duplicate graphic on slide)* ***NOTE:*** *Enhance content with local context as applicable.*

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
				Slide#21 - Invite participants to individually do a brief review of their notes/reflections from the Pause & Reflect #6 and consider the prompt on the slide. - Invite participants to discuss their responses and reflections with their table, making note of the common/shared responses. - Provide time for group conversation if/as needed.	
~15 min 10:50am – 11:05am	Module 2: The Evaluation Cycle, Process, and Local Context --- Rubric Connections	22-24	Presentation Table Discussion Full Group Discussion	Transition from Module 1 focus to Module 2 – specifically, content related to familiarity of the educator's rubric and giving yourself permission as the evaluator to *not* be the expert. **Key Points:** - Provide overview/summary of highlights from Module 2. *Slide#23* - Highlight the content shared in the module regarding familiarity of the rubric(s) used in their role as an evaluator. . Reinforced the evaluation cycle and connection points, as well as "busted" a few myths. . Module took a deep dive and defined the components of the rubrics in the state model evaluation system, while noting that the Quality Standards and Elements are the same across ALL systems (state model AND locally created) – locally created may not be identical, yet must align. *Slide#24* . Invite participants to take a few moments for independent review of their notes and reflections in	▪ Slides ▪ Participants may have notes from their reflections in Module 2.

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
				P&R#10 and consider the prompts on the slide. - Invite participants to discuss their responses with their table.	
~30 min 11:05am – 11:35am	Module 2: The Evaluation Cycle, Process, and Local Context --- Evaluators Don't Have to Be the Expert	25-28	Presentation Table Discussion Full Group Discussion	*Slide#26* - In full group, highlight content that evaluators do not have to be an expert to be successful as an evaluator. Recap content shared on the slide from the module. (~3 min) *Slide#27* - Invite a discussion with their table group responding to the prompts on the slide. (~8 min) . Ask each table to capture their responses on chart paper at their table, listing the selected role/content area at the top. Once groups have their chart paper ready, Invite each group to post their chart paper to create a gallery walk in the room (or outside the room if need be). - Invite each group to travel as a group on a gallery walk, discussing each group's page as they go and identify (as a group) 1-2 stand-out question(s) they'll take with them. - Back to full group invite each to share their stand-out 1-2 question(s). (~8 min) *Slide#28* - Provide a summary of the emerging ideas and key discussion points. - Invite a popcorn share-out of responses to the reflection prompt on the slide (and from the Module) – and possibly how their responses may have changed based on their group conversations. (~5 min)	▪ Slides – . additional notes from the module content provided in the slide notes. ▪ Chart papers, markers and Post-its for each table ***NOTE:*** *Adjust facilitation dependent on participants and use of SMES and/or a locally created system.* *Enhance content with local context as applicable.*

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~20 min 11:35am – ~11:55am/ 12:00pm *NOTE: Some flexibility on purpose. Please ensure break for lunch no later than noon to start again by 12:30pm.*	Module 3: Effective Observations, Evidence Collection, and Understanding Bias --- Steps in Effective Observations and Differentiating Evidence Collection	29-32	Presentation Triad Discussions Full Group Discussion	Transition from content in Modules 1 and 2 as the foundation for Module 3 and effective practices in observation and evidence collection. Indicate participants will have an opportunity for some individual reflection and connection to recent observation experiences, as well as smaller group discussion. **Key Points:** *Slide#30* - Provide overview/summary of highlights from Module 3 and introduce flow for exploring the content prior to lunch. (~5 min) *Slide#31* - Invite participants to review their notes/reflections from P&R#3 as well as any thoughts from any recent observation(s), as well as the prompts on the slide. - Emphasize and encourage participants to remain focused on differentiating their *observations*, not necessarily how they differentiate the feedback they provide based on similar observation strategies/approaches. - Provide ~2 min (adjust as needed). - Invite participants to get into groups of 3, and each share responses to the prompts on the slide. Provide ~8 min (including movement into triads) - In full group, invite a discussion: (~5 to 10 min) . What did you notice among the responses from your group? . Any emerging themes in your responses? . **How could you apply this discussion to your work as an evaluator?** *Slide#32 – Invite self-reflection as transition to lunch (optional).*	▪ Slides – . additional notes from the module content provided in the slide notes. ▪ Participants may have notes from their reflections in Module 3. ▪ Timer ▪ Bell or noise to indicate time to wrap-up triad discussions ***NOTE:*** *Enhance content with local context as applicable.*

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30 min **12:00pm**	*LUNCH BREAK (Lunch is not provided) – Slide#33* *(Adjust timing if/as needed for flow and to ensure on-track for rest of agenda)* ***NOTE:** Strongly Encourage facilitators ask participants to change table groups during the lunch break to support participants talking with different folks for the afternoon table conversations.*				
~15 min **12:30pm** – 12:45pm	Module 3: Effective Observations, Evidence Collection, and Understanding Bias --- Calibration	34-37	Presentation	Welcome everyone back post-lunch and transition back into content: *Slide#34-36* - Continue exploring the observation process introduced in Part I and started before the break. - Emphasize benefit of increased familiarity with the educator's rubric (SMES or local model). - Invite reflections/thoughts on where and how calibration among evaluators can support the steps of collect and align as a lead-in to the activity following individual reflection. *Slide#37* - Individual Reflection (~3 min) . Invite participants to recall an example from their own recent observations and evidence collection. . Invite participants to consider their notes/reflections from their responses to P&R#4, as well as recent examples from their observations, and reflect on the question posed on the slide. . Invite a brief shoulder or table conversation depending on time. ***IMPORTANT TO NOTE:*** Regardless of use of the state model system or a locally created system, ALL evaluation rubrics (or other term from a local system) are aligned with these Quality Standards and Elements – even if not organized the same way. **The process of sorting and aligning is NOT dependent on the evaluation tool.**	▪

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~30 min 12:45pm – 1:15pm	Module 3: Effective Observations, Evidence Collection, and Understanding Bias --- Calibration	38-41	Activity Full Group Discussion Table Discussion Individual Reflection	Continue conversation/content started before lunch and deepen exploration into sorting and aligning collected evidence. Provide opportunity to explore calibration and reinforce its importance in the evaluation process. **Key Points:** *Slide#39* - Introduce topic of calibration. (~5 min) . Ask "What is the purpose of calibration in the evaluation process?" Invite a few popcorn responses (keep this brief). . Acknowledge that calibration is hard. It takes time and effort to achieve. . Note as needed how the meaning of calibration (also referred to as inter-rater agreement) has changed over time. - Invite participants to engage in brief activity to set foundation for calibration conversation and get folks moving. (~15 min) . Inform the participants that you're going to give them a few topics – not necessarily education-related – and ask for their opinion/reaction. They will respond by moving to a location in the room based on their response. *NOTE: The other facilitator should participate and intentionally place themselves in a location where not many other folks are standing for each question, i.e., be the outlier.*	▪ Slides – additional notes from the module content provided in the slide notes. ▪ Participants may have notes from their reflections in Module 3. ***NOTE:*** *Enhance content with local context as applicable.* *The questions for the opening activity can be adjusted as needed, provided they prompt a range of responses.* *The sample observation notes can be curated to reflect a local context when applicable, as well as to reflect local observational practices/processes and supports for calibration among evaluators.*

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
				. Question #1: *If you can go anywhere for a vacation, do you prefer somewhere hot or cold?* . Invite everyone to stand and move to different ends of the room for hot and cold with a spectrum in-between. . Once everyone is in place, invite an individual reflection on "how easy would it be to plan a trip with this group of people?" . Question #2: *What do you prefer to bring for pot-luck?* . Invite everyone to stand and move to different ends of the room for main dish or dessert with a spectrum in-between. . Once everyone is in place, invite an individual reflection noting the distribution and points-of-view – where is there agreement, where are there differing viewpoints? . Question #3: *What do you think about year-round school?* . Invite everyone to stand and move to different ends of the room for completely for and completely against with a spectrum in-between. . Once everyone is in place, share observations based on placement of responses and how cohesive/disparate the group may be on this question. *While participants are still standing in response to Question #3:* . **Share KEY POINTS/INGREDIENTS about calibration**: ▪ (1) our opinion/belief is the starting point,	

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				▪ (2) the external definition/standard is the touchpoint or grounding point, ▪ (3) the local context and collaborative sense-making puts it all together and supports consistency within the evaluation process. . While still standing in their positions from Question#3 . Invite a discussion with someone standing in a different (possibly opposite) position (~6 min): - How might you find out more about their why for their response? - What about their position is similar to your own? - ***KEY REMINDER:*** The purpose of this discussion is NOT to change the other person's mind, simply to create dialogue and listen to understand another perspective Invite participants to return to their seats and bring their conversation with their partners with them to their tables. *Slide#40* - Once participants are back to their seats, recap content on slide and connect to activity and any key points that may have emerged that apply to the practice in the evaluation process. *Slide#41* - Invite participants to continue the conversation with their table group using the prompts on the slide. (~8 min) - Invite a popcorn share-out of emerging ideas from each table group.	

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~45 min 1:15pm – 2:00pm	Module 3: Effective Observations, Evidence Collection, and Understanding Bias --- Recognizing Bias	42-48	Presentation Triad Discussion Table Discussion ***NOTE:*** *Option to change table groups to have participants talking with different folks for this next table conversation* Individual Reflection	Transition to full group and influence of bias in the evaluation process. Recap content from Module 3 covering bias in evaluations and invite small group conversations to bring in individual reflections. **Key Points:** *Slides#43 and 44* -Recap content from Module 3 related to bias in the evaluation process. -Emphasize we don't have bias because we are "bad people", we have bias because we *are people* – everyone has bias. What we do with our biases is up to us. *Slide#45* - Highlight the content on the slide from Harvard Business Review article. - Emphasize the opportunity for self-reflection. *Slide#46* - Invite participants to review the packet in their materials/folder in more detail and individually reflect and respond to the prompts from the slide. - Invite participants to place a "★" with the bias(es) that are new and/or unfamiliar, and a "✓" with the bias(es) that are familiar/known to them. *Slides#46 and 47* - Triad conversations (~15 min total) . Invite participants to get into groups of three (encourage movement and new groupings) and share/discuss their responses to the prompts on Slide#46. (~8 min)	▪ Slide – additional notes from the module content provided in the slide notes. ▪ *Handouts:* - bias packet excerpt from Mod 3 - Participants may have notes from their reflections in Module 3.

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
				. Transition to next slide (#47) and invite participants to continue their conversation with the new prompt. (~7 min) . Offer examples/suggestions for ways to raise awareness and mitigate bias if needed, e.g., an "accountability buddy". Ask participants to move back to their table groups. *Slide#48* - Table discussion (~7 min) . Invite participants to share and discuss with their table group the prompts on the slide. In full group, summarize the conversations and invite continued exploration of this topic: • How will you apply this information into your practice as an evaluator? • How will you continue your own exploration and seek to increase awareness of your own biases in the evaluation process? • How could you contribute to ensuring bias is being addressed within your local evaluation system?	
10 min **2:00pm**	*BREAK – Slide#49* *(Adjust timing if/as needed for flow and to ensure on-track for rest of agenda)*				

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~15 min 2:10pm – 2:25pm	Module 4: Preparing and Delivering Meaningful Feedback --- Exploring Feedback and Feedforward	50-53	Presentation Full Group Discussion	Transition into Module 4 – recap content regarding the practice of feedforward. **Key Points:** *Slide#51* - Highlight content regarding practice of *feedforward*. *Slide#52* - Invite participants to reference their notes from Pause & Reflect prompt #8 (Mod 4) and self-reflect on the prompts. *Slide#53* - Invite share-out from the group and prompt discussion. . What are your thoughts/reactions to the concept of feedforward? . How could you use feedforward in your evaluation process?	▪ Slides. ▪ Participants may have notes from their reflections in Module 4.
~25 min 2:25pm – 2:50pm	Module 4: Preparing and Delivering Meaningful Feedback --- Putting it all together – preparing and planning for feedback conversations --- Differentiating Feedback and Challenge of Time	54-59	Presentation Full Group Discussion Table Discussion ***NOTE:*** *Option to change table groups to have participants talking with different folks for this next table conversation*	Recap content from Module 4 and the structure for preparing for a meaningful feedback conversation, and provide an opportunity for participants to contribute possible solutions to the challenge of "time". **Key Points:** *Slides #55-58* - Use content on slides to recap and reiterate content from Module 4. (~10 min) - For added context if needed, reference the prompts in Pause & Reflect #6 regarding: . how they differentiate feedback for the educators they evaluate . the benefits from differentiated feedback - Connect to earlier discussion around differentiating evidence collection (observations). *Time dependent – invite input, thoughts, reflections from participants about this content.*	▪ Slides – additional notes from the module content provided in the slide notes. ▪ *Handouts:* - Differentiating Feedback ▪ Timer ▪ Bell or noise to indicate time to wrap-up triad discussions ▪ Chart paper: *Prep in advance* . Strategies for Time and Time Management ***NOTE:*** *Enhance content with local context as applicable.*

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				- Transition from conversation around prep and planning and acknowledge challenges exist. Share the steps presented in this training are *not* looking to minimize or overlook those challenges. Rather than raise and explore *all* of the challenges that may come to mind, we're going to explore one that is heard consistently – time, and lack of it. *Slide#59* - Remind participants that while many aspects of what's being shared in this training can be worked on to refine and hone your practice. Time is one factor that we cannot manufacture more of, nor bend to our will. - Offer participants a few minutes to discuss how they address the challenge of not enough time and time management in their evaluation process. (~5 min) - Invite participants to engage with their table group in a rapid-fire generation of ideas and strategies to address the challenge of time and time management in the evaluation process. . Each participant gets a Post-it pad and marker or pen. . Inform participants they'll have 3 min to generate as many ideas and strategies for addressing the challenge of "time" – these can be strategies already in use, things they've read about or thought about, yet haven't tried yet, as well as any additional ideas that may come to mind in this exercise.	

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				. *KEY* = participants should not edit during this generation of ideas – looking for quantity, not necessarily quality. . Invite participants to stand and collaboratively generate ideas – **one per Post-it** and pool the completed Post-its (ideas) in the center of the table. . Encourage participants to expand and build off each other's ideas. Once all participants are standing and prepared with Post-it and writing instrument in hand begin timer (3 min). - Identify which group generated the most ideas. - Ask each group to select ONE idea to highlight with the full group – NOTE: All Post-its will be added to the chart paper and available to all. - Invite each group to share their one idea and then move all of their Post-its to the chart paper on display. (~5 min) Thank everyone for their participation and Invite participants to settle back in at their seats.	

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~40 min 2:50pm – 3:30pm	Module 4: Preparing and Delivering Meaningful Feedback --- Putting it all together – preparing and planning for feedback conversations --- Coaching and planning	60-63	Presentation Pairs & Triads	Invite participants to explore what's been shared and discussed and put it all together through independent work and a coaching conversation with another participant. **Key Points:** *Slide#60* - Recap and refresh the structure presented on the slide and reiterate the value of a structured planning process to support the feedback conversation and post-conversation action. *NOTE:* Structure is a framework/ guide and not meant to be limiting or burdensome. - Highlight the material covered during today's session and additional handouts to reinforce the content introduced in Part I Module 4. (~5 min) *Slide#61 & 62* - Invite participants independently review the handouts, their reflections/notes from today and Part I, and start to plan/prepare for their next steps. Slide #62 provides a summary of key content shared and discussed today, as well as possible areas to focus on for planning and prep of next steps. (~10 min) *Slide#63* - Invite participants to get into pairs and discuss the questions on the slide using a coaching mindset and technique. . Emphasize active listening. . Encourage participants to thank their partner as they wrap-up. (~20 min) *notify participants when they are half-way through time to ensure both participants have time to share. - Invite a full group share-out of the conversations and key takeaways. (~5 min)	▪ Slides – additional notes from the module content provided in the slide notes. ▪ *Handouts:* - SMES Coaching Qs prompts - Feedback Do's and Don'ts - From Feedback to Action - Building for Effective Feedback packet from Module 4 - Mod4 P&R #9 *(optional)* ***NOTE:*** *Enhance content with local context as applicable.*

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~15 min 3:30pm – 3:45pm	Next Steps – Individual and as Group when applicable	64-65	Individual Work (possibly group/team)	Opportunity to identify next steps for incorporating content from E-Train into evaluator practice. **Key Points:** *Slide#64* - Invite participants to build on the work they've started and identify concrete next steps. (~7 min) . This may be done individually and/or among a team/group. - Invite participants to share a first/next step they are committing to (~3 min) *NOTE: Adjust based on how participants engage in the above.* . If completed individually – ask participants to each share their first/one next step with their table. . If completed in a group(s) – ask each group to share their first/next step with the full group. *Slide#65* - Invite participants to revisit their personal statement about educator evaluation one last time for the day, and consider the questions posed on the slide. - *Optional and depending on the group dynamic and timing:* Invite popcorn share out.	▪ Slides Optional use a graphic organizer if needed/helpful. ***NOTE:*** *Enhance content with local context as applicable.*

Time	Topic	Slides	Format/ Delivery	Facilitation Notes	Support Materials
~15 min 3:45pm – 4:00pm	Summary and Closing Reflection	66-68	Full Group Discussion	Summary of the day, content, conversations, and takeaways. **Key Points:** - Revisit session objectives and connect to content and discussions from the day. - Share next steps for documentation of training completion. - Distribute certificates of completion as participants leave the room. - Request participants "sign-out" from training on the sign-in sheet. - Request participants complete the "exit ticket" to provide their feedback on this training. - Thank participants on behalf of the EE Team. Final activity (optional): - Invite participants to close the day with sharing **one word** that summarizes their current thoughts and/or future steps. ***NOTE:*** *Depending on room and space available, as well as group size, invite participants to stand when they share their one word OR ask participants to bring their word and stand in a circle to share-out their word.* *The share-out should be the finale for the day.*	▪ Slides – reference to EE Regional Specialists and EE Team for resources and support. ▪ Handout: - blank note cards and markers *NOTE:* *Slide#69 includes QR code and link to the CDE Licensing webpage and link to the COOL system for uploading certificates of completion for this training.* *Use if/as needed.*
4:00pm	***Adjourn***				

NOTE: Facilitators please take photos of sign in sheet and posted chart papers and send to educator_effectiveness@cde.state.co.us prior to cleaning up the training space. Thank you!