<table>
<thead>
<tr>
<th>Context</th>
<th>Highly effective Indicators</th>
</tr>
</thead>
</table>
| Setting Participants up for Success | • Accountabilities are in place for implementation appropriate to various roles.  
• There are “public and overt” plans for advocacy and facilitation of implementation.  
• Sufficient resources are made available.  
• A plan is in place to problem solve and name/celebrate successes.  
• Plans are in place for job embedded supports which ensure quality and fidelity of implementation. |
| Generating Objectives | • Objective/outcome of the workshop is concrete, reasonable for the time allotted, and represents knowledge and skills the participants do not currently have.  
• Objective is directly aligned with the most important initiatives and strongest learning needs of the school/district at the time of the workshop.  
• Objectives are generated from evidence and are tightly aligned to:  
  o Desired change/upgrade in participant practice/behavior  
  o Participants’ current knowledge and skill  
  o Participants’ organizational (district/school) context regarding systemic support and accountability |
| Targeted, efficient activities | • Agenda includes activities that are tightly planned and 100% relevant to the objective so that participants experience zero downtime and stay challenged (intellectually engaged with discussion/activities).  
• Activities consider the real and perceived learning needs, orientation, and culture of participants  
• High quality discussion questions are pre-planned.  
• Materials are carefully aligned to activities and provisioned/organized ahead of time.  
• Activities feel satisfying to the participants. |
| Pacing, tone, time management | • Appropriate, precise, and responsive balance of time for processing, application, reflection, new information received (approximately 25% each).  
• Presenter adjusts agenda, activities, and interventions based on the tone, reactions, and misconceptions of the participants.  
• Participants experience a steady flow due to tightly managed transitions and discussions, along with clear written and verbal instructions for each activity.  
• Presenter starts and ends on time.  
• Presenter fosters an environment of dual intensity toward intellectual rigor and risk taking.  
• Leader is motivational, warm, and inspiring, fostering a sense of urgency. |
| Facilitation of Adult Learning | • Presenter scaffolds activities and discussion so that participants do most of the thinking/talking and gain new knowledge and skill. The presenter usually speaks less than 30% of the time.  
• The presenter’s response to preconceptions or misconceptions is skillful, respectful, and strategic.  
• Reflection time is brief, targeted, and carefully structured to capture big takeaways and help participants plan next steps.  
• Summarizing component of the session concisely and articulately sums up the key takeaways for participants. |
| Evaluation | • Participant learning is measured and affirmed before the end of the session.  
• Impact of participant learning over time is measured in terms of:  
  o Organizational change  
  o Participants’ use of new knowledge and skills  
  o Student learning |