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| Look Fors\*:*Mini Lesson or Training Event* |  |
| *Look Fors* identify best practices teams and staff use to facilitate meetings, learning exercises, and coaching sessions. Items are recorded as observed or not observed during the session with an example of the behavior or permanent product observed. Observation data are used to guide feedback and support in order to improve facilitation of various implementation activities. |

***Mini Lesson or Training Event*** Look Fors\*

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| **SISEP State Liaison:** |  | **Date:** |  |
|  |
| **Trainees:** |  |
|  |
| **Lead Facilitator(s):** |  | **Observer:** |  |
|  |
| **State/Region/District:** |  | **Lesson Topic:** |  |
|  |
|  |
| **Enter lesson objectives below:** |
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| **Directions:** Insert an “x” or “✓” in the box to indicate that the behavior was observed and/or notes are included. In the section below the item, include behaviors observed or permanent products that serve as examples of the item. As a reminder, **Look Fors do not produce scores but instead serve as guides for coaching support.** |

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|  | Appropriate “learners” are in **attendance** (sign in sheet): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Learning **session** started **on time**: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Learning **goals/objectives/outcomes** reviewed and agreed upon: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Prior knowledge** (previous lessons) activated (if possible): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | The session facilitator **operationalized** **terminology** and **concepts** (e.g., provided definitions, provided additional  |
|  | examples and/or non-examples of the material) to build a **common** **understanding.** |
|  | *Behaviors or Permanent Products Observed:* |   |
|  |  |  |
|  | The session facilitator’s delivery and/or material: a) prompted the **generation** of **new** knowledge; b) **extended**  |
|  | trainees’ **critical thinking** on the content; or c) **promoted a deeper reflection** related to current practices or ways of work: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Content was **aligned** with **current context** (as possible): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Guiding questions** relevant to the activities were used: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Trainer **modeled** activities when appropriate: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Trainer **identified next right steps** for participants (e.g., homework, action items, sharing of resources). |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Content was **aligned to skill levels of participants** with activities matched to learning levels. |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Time for participants to **reflect** upon content and activities and **draw links** to current work were provided. |
|  | *Behaviors or Permanent Products Observed:* |  |

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|  | Behavior rehearsals or **practice** **applying** content **with feedback**, explicit **explanations** of critical components, and details of **adaptations** were provided: |
|  |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Explicit** **explanations** and instruction (as appropriate) of critical components or skills were provided: |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Content** was **distributed** across learning session (intensive learning components were broken into manageable  |
|  | segments conducive to learning): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |
|  | **Explicit connections** to other implementation practices, frameworks, and tools were made when appropriate (e.g. assessing fit on hexagon tool – connect to initiative inventory work; assessing capacity and action planning – connect to SCA, RCA, DCA): |
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|  |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Trainer provided specific, appropriate, and/or corrective **feedback** to participants. |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Trainer prompted participants to consider **how** the **content was related** or **could** be **used** for **other work or**  |
|  | **initiatives?** |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Pre-post knowledge** and/or **skill assessment** of objectives (paper and pencil, permanent products produced,  |
|  | activities, nonverbal responses such as “thumbs up or down” or response cards) were used and **answers** were **reviewed** (if applicable): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Facilitation activities used to **engage all voices** were used (e.g., use of nominal group process, small group |
|  | activities): |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | Learning **objectives** were **reviewed and discussed relative to acquisition** at **end** ofsession. |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
|  | **Next** **content** area and any potential pre-work were **introduced**. |
|  | *Behaviors or Permanent Products Observed:* |  |
|  |  |  |
| **Comments/Notes/Recommendations:** |
|  |

Ancess, 2001; Cochran-Smith & Lytle, 2001; Coyne, Kame’enui, & Carnine, 2007; Darling- Hammond, 1997, Darling-Hammond & McLaughlin, 1996; Darling-Hammond & Sykes, 1999; Falk, 2001; Garet, Porter, Desimone, Birman, & Yoon, 2001; Glickman & Alridge, 2001; Hattie, 2009; Joyce & Showers, 2002; McLauglin & Zarrow, 2001; Neufeld & Roper, 2003; Sykes 1996; Warren-Little, 2001; Willis, 2002.

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