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ORGANIZATIONAL DEVELOPMENT

Professional Learning Demo Day Protocol

A structured rehearsal that strengthens facilitation
before a session is delivered

Brain Trusts improve the design. Demo Days improve the delivery.

PROPOSED SAMPLE PROTOCOL

This sample protocol was developed as a proposed professional learning quality-assurance process for Fort Bend ISD. It is intended for planning and demonstration purposes and would require district review, stakeholder input, and formal approval before implementation. It does not represent current FBISD policy or requirements.

Version 1.0 (Draft for Discussion) • Companion document: Brain Trust Protocol

How to Use This Document

This protocol is organized into three parts so that the material you read once is separated from the material you use in the room.

Part One — Understanding Demo Day

Background and orientation. Read once, before your first Demo Day.

Section	What You Will Find
1. Purpose and Overview	What a Demo Day is, what it is not, and what it tests
2. Key Terms	Plain-language definitions for anyone new to the process
3. Relationship to the Brain Trust	How the two protocols sequence and why both are needed
4. When a Demo Day Is Needed	Tiered expectations matched to the Brain Trust tiers
5. Roles and Responsibilities	Who does what, and who determines readiness
6. Who Participates	Building a rehearsal audience that behaves like the real one
7. Timing and Duration	Lead times and three rehearsal formats

Part Two — Running a Demo Day

The working tools. Bring this part to the rehearsal.

Section	Used By	When
8. Presenter Pre-Work Checklist	Presenter	Before the rehearsal is confirmed
9. The Demo Day Process	Facilitator	During the rehearsal
10. Review Criteria and Readiness	Reviewers and facilitator	During the rehearsal
11. Psychological Safety	Facilitator and supervisors	Before and during
12. Forms and Templates	All roles	Before, during, and after

Part Three — Reference and Implementation

Supporting material for the people building and sustaining the process.

Section	What You Will Find
13. Worked Example	A complete Demo Day on a real professional learning topic
14. Frequently Asked Questions	The practical questions campuses will ask first
15. Implementation Guidance	A four-phase rollout that does not overwhelm campuses
16. Measures of Success	Process, quality, and impact measures
Document Notes	Proposed-policy disclaimer and brand source note

PART ONE

Understanding Demo Day

Read once, before your first Demo Day.

1. Purpose and Overview
2. Key Terms
3. Relationship to the Brain Trust
4. When a Demo Day Is Needed
5. Roles and Responsibilities
6. Who Participates
7. Timing and Duration

1. Purpose and Overview

A Demo Day is a structured rehearsal. It happens after the Brain Trust and after the presenter has revised the design, but before the session is delivered to its real audience. A small group takes on the role of authentic participants, the presenter facilitates a portion or all of the session, and the group gives feedback on delivery.

Most professional learning is delivered without ever being practiced. Presenters build materials, walk into a room, and find out in real time which directions were unclear, which activity ran long, and which slide raised a question they had not anticipated. Participants absorb the cost of that discovery. A Demo Day moves the discovery earlier, into a room where it costs nothing.

A DEMO DAY IS NOT

- A performance to be graded
- A surprise evaluation or a source of appraisal evidence
- A redesign session — design questions belong in the Brain Trust
- A critique of personality, accent, speaking style, or harmless individual difference
- A meeting only classroom teachers are asked to sit through

This protocol is built for professional learning presenters at every level: principals, assistant principals, instructional specialists, coaches, teacher leaders, department staff, district facilitators, and new or occasional presenters. A leader who requires rehearsal of others and exempts their own faculty meeting has communicated that the process is for other people.

What a Demo Day Tests

Area	The Question It Answers
Facilitation	Does the presenter hold the room, invite participation, and respond to what emerges?
Pacing	Does the session move at a rate that respects adult attention without rushing thinking?
Clarity	Are explanations understandable to someone hearing this content for the first time?
Directions	Can participants start a task without asking a neighbor what to do?
Transitions	Do the moves between segments feel intentional or abrupt?
Participant experience	What is it like to sit in this session for the full duration?
Active-learning structures	Do the collaborative structures actually produce collaboration?
Checks for understanding	Will the presenter know in the moment whether learning is landing?
Technology	Do the tools, links, audio, sharing, and access steps work under real conditions?
Materials	Are handouts, slides, and resources complete, accessible, and correctly sequenced?
Likely questions	What will participants ask, and is the presenter ready?
Difficult segments	How does the presenter handle the sensitive or contested portion?
Closing and next steps	Do participants leave knowing exactly what they are expected to do?

2. Key Terms

Assume that some users have never participated in a Demo Day. These definitions are intended to be shared with reviewers before their first rehearsal.

Term	Definition
Demo Day	A structured rehearsal of a professional learning session, held after design revisions and before delivery. Focused on facilitation and participant experience.
Brain Trust	A structured review of the session while it is still in draft. Focused on design. See the companion protocol.
Demo Day Facilitator	A trained colleague who runs the rehearsal, assigns reviewer roles, protects the protocol, and keeps feedback developmental. Not the presenter's supervisor.
Authentic participant	A reviewer who has been asked to respond as a member of the real audience would, including asking the questions that audience would ask.
Fresh reviewer	A reviewer who did not participate in the Brain Trust and is encountering the session for the first time.
Targeted Demo	A 20 to 30 minute rehearsal of one or two specific segments.
Standard Demo	A 45 to 60 minute rehearsal covering the majority of a session.
Extended Demo	A 60 to 90 minute or full-session rehearsal for high-stakes or districtwide learning.
Pause and retry	An optional structure allowing a presenter to stop mid-segment, receive a quick suggestion, and immediately try the segment again.
Readiness determination	A descriptive statement of where delivery stands, made by the person named in Section 5.

3. Relationship to the Brain Trust

The two protocols answer different questions and are not interchangeable.

Step	What Happens	Focus
1. Brain Trust	A structured group reviews and improves the design while it is still in draft.	Is this the right learning, designed the right way?
2. Revise	The presenter incorporates feedback and documents changes.	Design
3. Demo Day	The presenter rehearses with an authentic audience and receives delivery feedback.	Is this presenter ready to deliver it well?
4. Final revisions	The presenter makes a small number of high-priority adjustments.	Delivery
5. Deliver	The session is facilitated with the real audience.	Execution
6. Study evidence	Implementation, coaching follow-up, and impact are reviewed afterward.	Did practice change?

Brain Trusts improve the design. Demo Days improve the delivery.

WHAT HAPPENS WHEN A DESIGN QUESTION SURFACES AT DEMO DAY

It sometimes will, particularly the first year a campus uses both protocols. The facilitator should name it as a design question, record it, and keep the rehearsal focused on delivery. If the design issue is significant enough that rehearsing delivery is no longer useful, stop the Demo Day and schedule a short second Brain Trust. This is uncommon, and it is a better outcome than polishing the facilitation of a session aimed at the wrong need.

4. When a Demo Day Is Needed

Demo Day expectations mirror the Brain Trust tiers so campuses manage one tiering system rather than two.

Tier	Demo Day Expectation	Typical Format
Tier 1 — Informational communication	Not required. A quick read-through with one colleague is sufficient for anything longer than a brief update.	None
Tier 2 — Campus or department professional learning	Required. Focused on the opening, the most complex activity, and the closing.	Targeted Demo (20–30 min) or Standard Demo (45–60 min)
Tier 3 — High-impact or districtwide learning	Required. Covers the full session or the majority of it, with attention to multi-presenter coordination.	Extended Demo (60–90 min or full session)

Situations that warrant a fuller rehearsal regardless of tier

- The presenter is new, occasional, or delivering this content for the first time
- The session depends on technology, live tools, or participant devices
- The session includes a sensitive, contested, or emotionally charged segment
- Multiple presenters share facilitation and need to coordinate handoffs
- The audience is large, varied, or crosses school levels
- The session introduces a practice supervisors will later be expected to coach

5. Roles and Responsibilities

Role	Responsibilities
Presenter / Presenter Team	Complete Brain Trust revisions before the rehearsal Bring finished materials and working technology Name the specific segments and questions they want watched Self-reflect before hearing reviewer feedback Select two or three priority revisions and complete them before delivery
Demo Day Facilitator	Confirm readiness pre-work is complete before the rehearsal is held Assign reviewer roles and brief them on authentic participation Hold reviewers to observable behavior rather than style preference Ensure the presenter self-reflects first Close the group at two or three priority revisions, not a list of twenty
Reviewers	Participate as the real audience would, including asking their questions Avoid interrupting unless the protocol calls for a pause Record specific evidence rather than general impressions Give feedback on what was observable, with the effect it had
Technology Support	Test audio, display, links, and participant access under realistic conditions Identify failure points and confirm a backup plan exists
Presenter's Supervisor	Support the process without converting it into evaluation Do not serve as Demo Day facilitator for their own direct report Participate as a presenter for their own sessions
Organizational Development	Maintain the protocol, rubrics, and facilitator training Train and calibrate Demo Day facilitators Provide coaching or co-facilitation support for new presenters Serve as readiness authority for Tier 3 sessions

Who determines readiness

Tier	Readiness Determination Made By
Tier 1	Presenter, in consultation with a colleague
Tier 2	Demo Day facilitator, in consultation with the presenter and campus professional learning lead
Tier 3	Demo Day facilitator with Organizational Development, in consultation with the presenter

In every case the determination is made with the presenter present and is stated descriptively. A determination of Additional Rehearsal Recommended is a statement about a session on a timeline, not a statement about a person's capability.

6. Who Participates

A Demo Day group is typically four to six people, including the facilitator. The composition question is different from the Brain Trust: rather than assembling the widest range of expert perspective, the goal is a room that behaves the way the real audience will behave.

Participant	Why They Are There
Presenter or presenter team	To rehearse and to hear how the session lands
Demo Day facilitator	To run the protocol and protect the developmental purpose
Two or more members of the intended audience	To respond authentically, including asking the questions the real audience will ask
One experienced facilitator	To notice facilitation moves a general audience would feel but not name
Content or program expert (when appropriate)	To catch accuracy problems that surface only in live explanation
Technology support (virtual, hybrid, or tech-heavy sessions)	To test the tools under realistic conditions rather than ideal ones
Organizational Development representative (Tier 3)	To connect delivery to implementation and district alignment

INCLUDE AT LEAST ONE FRESH REVIEWER

Whenever possible, include at least one person who did not participate in the Brain Trust. Reviewers who helped shape the design carry knowledge the real audience will not have, and they will unconsciously fill gaps that a first-time participant would fall into. A fresh reviewer is the closest available test of whether the session makes sense on its own.

7. Timing and Duration

When to hold it

- Approximately 3 to 7 working days before delivery
- After Brain Trust feedback has been incorporated, not before
- Early enough that final revisions are genuinely possible
- Closer to delivery for sessions involving technology or complex logistics, so the rehearsal reflects the actual setup

For high-stakes or districtwide sessions, use two touchpoints: an initial partial rehearsal 7 to 10 working days out, and a final technical or facilitation check 1 to 2 days before delivery when needed.

Three rehearsal formats

Format	Length	Used For
Targeted Demo	20–30 minutes	The opening One complex activity A sensitive or difficult section Directions for a task that has confused participants before The closing and next steps A technology-dependent segment
Standard Demo	45–60 minutes	Campus or department professional learning Newer presenters Sessions with multiple activities Sessions requiring sustained participant interaction
Extended Demo	Full session or 60–90 minutes	Districtwide learning Major initiatives High-stakes or sensitive topics Large audiences Multi-presenter sessions requiring facilitation handoffs New programs

CHOOSING WHAT TO REHEARSE IN A TARGETED DEMO

When time is limited, rehearse the opening and the hardest activity. The opening determines whether the room commits, and the hardest activity is where a session most often loses people. A presenter who has rehearsed only the middle has practiced the part that was already going to work.

PART TWO

Running a Demo Day

The working tools. Bring this part to the rehearsal.

- 8. Presenter Pre-Work Checklist
- 9. The Demo Day Process
- 10. Review Criteria and Readiness
 - 11. Psychological Safety
 - 12. Forms and Templates

8. Presenter Pre-Work Checklist

A Demo Day should be rescheduled rather than held with incomplete pre-work. Rehearsing an unfinished session produces feedback about the unfinished parts rather than about the facilitation.

Design

- ☐ Brain Trust completed and revision log submitted
- ☐ Outcomes stated as observable behavior
- ☐ Agenda finalized with time allocations

Materials

- ☐ Slides complete, including transitions and timing cues
- ☐ Handouts, protocols, and templates ready in final form
- ☐ Materials meet accessibility expectations: captions, contrast, alt text, large print available
- ☐ Participant-facing links tested from a participant account

Technology

- ☐ Display, audio, and screen sharing tested in the delivery format
- ☐ Any interactive tools tested with a participant account, not only a presenter account
- ☐ Backup plan identified for the most likely point of failure

Facilitation

- ☐ Directions for each task written out, not improvised
- ☐ Anticipated participant questions listed
- ☐ Plan identified for the difficult or sensitive segment
- ☐ Closing and next steps drafted, including what participants do afterward

Focus for the rehearsal

- ☐ Segments to be rehearsed identified
- ☐ Two or three specific questions for reviewers named

THE MOST USEFUL THING A PRESENTER CAN BRING

A specific question. “Tell me how it went” produces general feedback. “I think my directions for the sorting activity are unclear, and I am not sure the opening earns the room’s attention — watch those two things” produces feedback a presenter can act on before Friday.

9. The Demo Day Process

Norms

The facilitator reads these aloud at the start of every Demo Day.

- This is a rehearsal, not a performance. Rough edges are the point.
- Reviewers participate as the real audience would, including asking their real questions.
- Feedback names observable behavior and the effect it had.
- Style, accent, personality, and harmless individual difference are out of scope.
- Design questions get recorded, not debated.
- The presenter reflects before the group speaks.
- The group closes at two or three priority revisions.
- What happens in the rehearsal stays in the rehearsal.

Step-by-Step Protocol

Step	What Happens	Time
1. Framing	Presenter names the audience, outcomes, session context, which segments will be rehearsed, and the specific feedback requested.	3–5 min
2. Role assignment	Facilitator assigns reviewers the role of authentic participants and briefs them on the observation form.	2–3 min
3. Rehearsal	Presenter facilitates the selected portion or the full session. Reviewers participate as real participants would.	Varies
4. No interruption	Reviewers avoid interrupting unless the protocol calls for a pause. Notes are recorded silently on the shared form.	Throughout
5. Evidence recording	Reviewers complete the observation form while the rehearsal is fresh, before discussion begins.	3–5 min
6. Presenter self-reflection	Presenter speaks first: what worked, what they noticed, what they want to change. Uninterrupted.	3–5 min
7. Warm feedback	Specific facilitation moves that worked, and the effect they had on the participant experience.	4–6 min
8. Constructive feedback	Observable behaviors, their effect, and what the reviewer wondered about. Organized by rubric category.	8–12 min
9. Priority revisions	The group names no more than two or three high-impact changes.	3–5 min
10. Readiness and next steps	Presenter confirms revisions and timeline; readiness determination is stated per Section 5.	2–3 min

Optional Structure: Pause and Retry

For newer facilitators or unusually complex activities, the facilitator may build in a pause-and-retry point announced in advance.

1. The presenter facilitates the segment.
2. The facilitator calls a pause at a pre-agreed moment.
3. One reviewer offers a single specific suggestion, stated in under thirty seconds.
4. The presenter immediately runs the segment again with the adjustment.
5. The group notes the difference.

This structure builds facilitation skill faster than end-of-session feedback because the adjustment is made while the moment is still live. It should be announced in advance so the pause is never experienced as an interruption for cause.

A USEFUL FEEDBACK STEM

I noticed [observable behavior]. The effect on me as a participant was [effect]. I wondered about [question].

This stem keeps feedback specific, keeps it grounded in the participant experience, and leaves the decision with the presenter.

10. Review Criteria and Readiness

Reviewers use these categories to record evidence. The facilitator may narrow the list to match the feedback the presenter requested. Feedback is most useful when it names what was observed, the effect it had, and what the reviewer wondered about.

Opening and framing

- Clear and compelling opening
- Connection to audience needs, named early
- Learning outcomes stated in terms participants recognize as theirs

Facilitation

- Facilitator credibility and presence
- Clarity of explanations
- Quality of questions asked
- Pacing and timing across segments
- Quality of transitions between segments
- Response to likely misconceptions

Participant experience

- Ratio of participant talk and thinking to presenter talk
- Balance of presentation and active learning
- Clarity of task directions
- Quality of modeling
- Opportunities to practice the target behavior
- Feedback structures available to participants during practice
- Checks for understanding
- Inclusivity and psychological safety in the room
- Accessibility of materials, pacing, and participation structures

Readiness and transfer

- Technology readiness
- Materials readiness
- Connection to implementation
- Clarity of next steps
- Strength of the closing
- Likelihood that the learning transfers into practice

Readiness Determination

The rehearsal closes with a shared descriptive statement about where delivery stands, made by the person named in Section 5. It is never framed as pass or fail.

Determination	Meaning	Next Step
Ready to Deliver	Facilitation is strong. Any remaining changes are at the presenter's discretion.	Proceed to delivery
Ready with Minor Adjustments	Two or three specific changes will meaningfully improve the participant experience.	Complete revisions, log them, deliver
Additional Rehearsal Recommended	A segment needs another pass, often the opening, a complex activity, or a technology-dependent portion.	Short targeted rehearsal before delivery
Significant Revision Needed	A structural problem with delivery, or a design issue surfaced that the Brain Trust did not catch.	Revise; consider a short second Brain Trust

11. Psychological Safety

This section is not an aspirational statement. It is the operating condition that determines whether Demo Days produce honest rehearsal or careful performance. A presenter who believes the rehearsal is being scored will rehearse the parts they already do well.

Guardrail	What It Means in Practice
Developmental, not performative	The purpose is a stronger session, not a rating of the presenter. Facilitators name this at the start of every rehearsal.
Never a surprise evaluation	Demo Days are scheduled in advance with a known purpose. They are not scheduled in response to a concern about someone's performance.
Observable behaviors only	Feedback names what a reviewer saw and heard, and its effect. Not inference about the presenter's confidence, preparation, or attitude.
Style is out of scope	Reviewers do not comment on personality, accent, speech patterns, physical mannerisms, or harmless individual difference.
Feedback is private and respectful	Feedback is given within the rehearsal group. It is not shared with the presenter's supervisor, discussed in other settings, or referenced later.
Leaders go first	Principals, assistant principals, and district leaders participate as presenters in their own Demo Days. Vulnerability is not required only of teachers.
New presenters get support, not just critique	Coaching, modeling, or co-facilitation is offered when a presenter is early in their development, rather than more feedback.
Not appraisal evidence	Rehearsal results do not automatically become formal appraisal evidence. A supervisor who converts a Demo Day into evaluation ends honest rehearsal at that campus.
Two or three revisions maximum	A list of twenty improvements produces none. Prioritizing is the facilitator's job.

12. Forms and Templates

All templates can be printed or completed digitally. Campuses may adapt formatting but should retain the required fields.

Form A — Demo Day Request and Scheduling

Field	Response
Session title	
Presenter and role	
Campus or department	
Tier and rehearsal format	
Brain Trust completed on	
Delivery date, length, format	
Segments to be rehearsed	
Specific feedback requested	
Reviewers requested (include one fresh reviewer)	
Technology support needed	
Requested Demo Day date, time, location	

Form B — Reviewer Role Sheet

Completed by each reviewer before the rehearsal begins.

Field	Entry
Reviewer name	
Perspective I am bringing	
Role I am playing (e.g., first-year AP, secondary teacher)	
Segments I am watching most closely	
Fresh reviewer? (did not attend Brain Trust)	

Form C — Technology and Materials Check

- ☐ Display and audio tested in the delivery space or platform
- ☐ Screen sharing and presenter view tested
- ☐ All participant links opened from a participant account
- ☐ Interactive tools tested with more than one user
- ☐ Captions enabled on all video
- ☐ Handouts printed or shared in accessible formats
- ☐ Backup plan confirmed for the most likely failure point
- ☐ Room setup supports the collaborative structures in the agenda

Form D — Observation and Feedback

Completed by each reviewer during the rehearsal, before discussion begins.

Category	What I Observed	Effect on Me as a Participant	What I Wondered
Opening and framing			
Clarity of explanations			
Directions for tasks			
Pacing and transitions			
Practice and modeling			
Checks for understanding			
Technology and materials			
Closing and next steps			

Form E — Presenter Self-Reflection

Completed by the presenter immediately after the rehearsal, before hearing reviewer feedback.

What went the way I hoped?

Where did I feel the room disengage or get confused?

What surprised me?

What are the two or three things I am changing before delivery?

Form F — Final Revision Log and Readiness Record

Priority Revision	Change Made	Completed By

Field	Entry
Readiness determination	
Determined by	
Additional rehearsal scheduled? (Y/N, date)	
Delivery date confirmed	

Form G — Post-Delivery Reflection

Completed after the session is delivered and filed with the completion record.

Which Demo Day revisions made the most difference in the live session?

What did the real audience do that the rehearsal group did not?

What should the next presenter of this session know?

PART THREE

Reference and Implementation

For the people building and sustaining the process.

- 13. Worked Example
- 14. Frequently Asked Questions
- 15. Implementation Guidance
- 16. Measures of Success
- Document Notes

13. Worked Example

SESSION REHEARSED

Providing Timely, Actionable Feedback Through Learning-Focused Walkthroughs

Tier 3 • Districtwide • Audience: principals and assistant principals • Extended Demo, 75 minutes

Segments rehearsed

The presenter requested rehearsal of the opening 20 minutes and the first practice cycle, the two segments flagged during the Brain Trust as carrying the most risk. Reviewers included two assistant principals, one experienced facilitator, one area superintendent designee who had not attended the Brain Trust, and technology support.

Presenter's stated questions

- Does the opening acknowledge the time barrier without conceding that walkthroughs are optional?
- Are the directions for the feedback-scripting activity clear enough to start without asking a neighbor?

Reviewer Evidence

Category	Observed	Effect on Me as a Participant	Wondered
Opening	Presenter opened with de-identified teacher survey comments read aloud, then paused for 45 seconds of silence.	The room went quiet. I stopped thinking about my email. It felt like my problem, not a district problem.	Whether 45 seconds would hold with 200 people rather than 5.
Framing of the barrier	Presenter named time and competing demands in the first four minutes.	Relief. I had come in ready to be told I do not prioritize teachers.	Nothing here. This landed.
Directions for scripting activity	Directions were given verbally in one pass while the slide showed the video still, not the task.	I missed the second step and had to ask my partner. Two of us started the wrong task.	Whether the directions could live on the slide and on the handout.
Modeling	Presenter showed a strong feedback note but not a weak one.	I understood the target but not the common error I was likely to make.	Whether a side-by-side would be faster than the explanation that followed.
Pacing	Practice cycle ran 14 minutes against 10 planned.	I was not rushed, but I noticed the presenter compress the debrief.	Whether the debrief is the part that should be protected.
Technology	Video played without captions on the first attempt; captions were enabled manually.	Minor. But I would have missed dialogue in a large room.	Whether captions default on in the delivery space.

Presenter Reflection and Revisions

The presenter noted before hearing feedback that the scripting directions had felt rushed and that the practice cycle had run long. Both matched what reviewers recorded. The presenter had not noticed the missing weak example and described it as the most useful thing they heard.

Priority revisions

Priority Revision	Change Made	Completed By
Directions for the scripting activity are unclear on first pass	Put the three steps on the slide and on the handout. Give directions, then pause for questions before releasing the task.	2 days before delivery
Modeling shows only the target, not the common error	Added a side-by-side: one weak feedback note and one strong one, with 90 seconds for participants to name the difference themselves.	3 days before delivery
Practice cycle overruns and compresses the debrief	Cut the third video option. Protected 6 minutes for debrief and stated the timing aloud so participants pace themselves.	2 days before delivery

The captions issue was resolved on the spot and logged on Form C rather than counted against the two-to-three revision limit.

READINESS DETERMINATION

Ready with Minor Adjustments, determined by the Demo Day facilitator with Organizational Development. Delivery proceeded as scheduled. No additional rehearsal was required.

14. Frequently Asked Questions

Question	Response
Do I have to rehearse the entire session?	Rarely. Most Tier 2 sessions use a Targeted Demo covering the opening, the hardest activity, and the closing. Full rehearsal is reserved for Tier 3.
What if I cannot get five people together?	Three is workable: a facilitator, one member of the intended audience, and one experienced facilitator. Below three, the rehearsal loses the authentic-participant function.
Can reviewers ask questions during the rehearsal?	Yes, if a real participant would. That is part of the test. Reviewers should not interrupt to give feedback.
What if the technology fails during the rehearsal?	That is the rehearsal working. Log it, identify the backup, and continue.
Does this become part of my evaluation?	No. Rehearsal results do not automatically become appraisal evidence, and a supervisor should not serve as facilitator for their own direct report.
What if a design problem shows up?	The facilitator records it and keeps the rehearsal on delivery. If it is significant enough that rehearsing is no longer useful, stop and schedule a short second Brain Trust.
Do experienced presenters still need this?	Yes, at Tier 3. Experience reduces the number of surprises but does not eliminate them, and experienced presenters model the practice for everyone else.
What about recurring sessions?	A recurring session with a current Brain Trust and no substantive changes may use a Targeted Demo focused on any segment that has been revised.
Who maintains the records?	The campus professional learning lead for Tier 2, and Organizational Development for Tier 3.
How long before this feels normal?	Campuses in the pilot should expect the first two cycles to feel slow. The protocol becomes efficient once reviewers understand their role and presenters arrive with specific questions.

15. Implementation Guidance

Demo Days are implemented alongside Brain Trusts on the same phasing, since campuses experience them as one process rather than two initiatives.

Phase 1 — Design and Pilot

- Develop the observation form, rubric, and facilitator training
- Pilot with Organizational Development's own sessions first
- Recruit volunteer campuses across school levels
- Test whether the three rehearsal formats match real needs
- Gather presenter and reviewer feedback and revise before expanding

Phase 2 — Build Capacity

- Train Demo Day facilitators, with calibration on the observable-behavior standard
- Build reviewer pools that include members of common audiences
- Record short exemplar clips showing strong feedback and the pause-and-retry structure
- Offer coaching and co-facilitation for new presenters
- Ask campus and district leaders to complete their own Demo Days during this phase

Phase 3 — Expand

- Implement Tier 2 and Tier 3 expectations districtwide
- Embed rehearsal dates into campus professional learning calendars at the point sessions are scheduled
- Establish shared scheduling processes and reviewer pools
- Track use, format selection, and common support needs

Phase 4 — Refine and Sustain

- Study whether facilitation quality, presenter confidence, and participant experience improve
- Revise the rubric annually based on what reviewers actually record
- Recognize effective presenters, reviewers, and facilitators
- Build internal facilitator pipelines
- Cut anything that has stopped improving the work

THE SIGNAL THAT IMPLEMENTATION IS WORKING

Presenters begin requesting Demo Days for sessions that do not require them. When rehearsal is experienced as useful rather than required, the protocol has taken hold. When campuses are completing forms on time but presenters describe it as a step to get through, it has not.

16. Measures of Success

Process measures

- Percentage of applicable sessions completing a Demo Day
- Percentage including at least one fresh reviewer
- Reviewer diversity across departments, levels, and roles
- Lead time between Demo Day and delivery
- Presenter satisfaction with the support received
- Completion of documented priority revisions
- Number of leaders who completed a Demo Day as a presenter

Quality measures

- Improvement in facilitation rubric evidence across rehearsal cycles
- Reduction in readiness determinations requiring additional rehearsal
- Participant perceptions of clarity, pacing, and directions in delivered sessions
- Participant time spent practicing rather than listening
- Consistency of facilitation quality across campuses and departments

Transfer and impact measures

- Participant understanding at the close of delivered sessions
- Implementation of intended practices in classrooms and leadership routines
- Quality and frequency of coaching follow-up by supervisors
- Walkthrough or observation evidence of the target practice
- Teacher feedback on the usefulness of professional learning and supervisor support
- Changes in student or organizational outcomes connected to the learning priority

ONE CAUTION ON MEASUREMENT

Satisfaction surveys measure whether people enjoyed a session. They do not measure whether practice changed. Avoid relying on them alone.

The Larger System

A polished presentation is not the goal.

The goal is professional learning that changes educator and leader practice and contributes to improved student and organizational outcomes.

Brain Trusts and Demo Days are quality-assurance steps inside that larger system. They sit alongside identifying needs, aligning learning to priorities, participant practice, job-embedded coaching, supervisor feedback, PLC follow-up, walkthrough evidence, teacher voice, student and organizational evidence, and ongoing reflection and revision.

Document Notes

Proposed-policy disclaimer

This sample protocol was developed as a proposed professional learning quality-assurance process for Fort Bend ISD. It is intended for planning and demonstration purposes and would require district review, stakeholder input, and formal approval before implementation.

Nothing in this document represents current Fort Bend ISD policy, requirements, or approved practice.

Brand source note

Brand guidance was drawn from Fort Bend ISD's public Communications pages, specifically the Staff Branding Guidelines and Brand Management pages at fortbendisd.com, which identify the district mission and the Inspire • Equip • Imagine tagline and direct staff to download official logo files rather than copy them from existing documents.

The district's full Brand Standards PDF was not publicly retrievable at the time this document was prepared. Colors used here approximate the district's public navy and blue palette and should be replaced with the official Pantone, CMYK, and hex values before any district use. Typography uses a widely available sans-serif in place of the district's specified typeface.

No logo has been recreated, recolored, or approximated. Logo placement is marked with a labeled placeholder. Per FBISD guidance, an approved logo file should be inserted directly from the district source rather than copied from another document. Questions about brand application would be directed to the Coordinator of Graphic Design and Branding.

Companion document

This protocol is designed to be used with the FBISD Professional Learning Brain Trust Protocol. The Brain Trust improves the design of a session. The Demo Day improves its delivery. Using only one leaves half the quality question unexamined.