

## **Grade Team Protocol-Learning from Teacher Work (Lesson Plans/ Tasks)**

A Structured Format for looking at lesson plans in order to improve planning, development and implementation of cognitively engaging tasks.

### **Getting Started (5 minutes)**

- The teacher describes the class that the lesson is intended for and some of the needs (most struggling and those that are ready for more challenge) of the students in the class. The teacher then shares copies of lessons and task and describes the aim of the lesson, the EQ for the instructional unit and what students are being asked to do (the task) in the lesson.

### **Clarifying Questions (5 minutes)**

- The participants may ask basic questions to help clarify the aim, lesson, task or outcome.

### **Where is there evidence of our Instructional Practice\*\* ? (15 minutes)**

- Where in the lesson and task is there evidence of authentic literacy?
  - Annotation
  - Student to student discussion
  - evidence based writing
  - Connections to the EQ
- Where could there be opportunities to infuse more reading, writing and student to student conversation in the lesson or task?

### **What is the thinking required? (10 min)**

- Discuss and reach consensus on what the central student task in the lesson is.
- How does the completion of the task help students' answer the Aim and EQ for the unit?
- Using Karin Hess's CRM, discuss what level of thinking is required to complete the task. Is it appropriate for all learners in this lesson?
- Are there ways to tweak the lesson or task to further push or support the thinking?

### **Reflecting on the Process 2 minutes**

- What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
- Reflect on how well the process worked, what went well, what could be improved.

\*\*Consistent instructional strategies aligned to how the school community believes students learn best