Lesson plan and Student work protocol

**Participation**

- Seek to understand before being understood

- Support ideas, not members

- Build on others’ ideas

- Engage in open and honest communication

- Withhold judgment

- Criticize ideas, not members

Teacher name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_\_\_\_ Content Area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives: To review and analyze the lesson for alignment to the standard(s).

To analyze student work sample(s) for evidence of progress toward the standard(s).

Steps:

1. **(5 minutes)** Choose a facilitator to keep time and help the group adhere to the protocol and norms. Review the process together.
2. **(5-10 minutes)**

Teacher reviews lesson and standard. Discuss how the plans are aligned to the standard.

Share which component of the lesson plan was incorporated based on an “Edcamp” (now to be referred to as M3Camp) discussion.

*What is the task? What is the purpose of the task? What do the students need to know in order to complete the task?*

1. **(3-5 minutes)** Answer any clarifying questions about the lesson and task.
2. **(5 minutes)** Pass out copies of student work samples. Discuss your expectations for the work and scoring criteria. (rubric, checklist, etc…)
3. **(3-5 minutes)** Answer any clarifying questions about the work (not judging the work)
4. **(10 minutes)** Independently study 1 or more student samples. Complete the equip rubric. Organize feedback to share with the presenter.
5. **(15 minutes)**

Participants share feedback with each other while the presenter is silently taking notes.

The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.

*Warm feedback may include comments about how the work presented seems to meet the desired goals; cool feedback may include possible “disconnects,” gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.*

1. **(5 minutes**)

Presenter speaks to those comments/questions he or she chooses while participants are silent.

This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.