**Presenting the Model CCLS Lesson & Receiving Feedback**

***Agenda for the Classroom Viewing***

**PREVISIT PERIOD**

**1. Instructional Specialist will set the context for the day (15-20 min)**

a. Agenda for Day

b. Process review (collecting data) with Norms (cell phones off, no technology devices, QR/DF lens)

c. Handout review

d. Quick Introduction of School and Teacher

e. Lesson Plan Distribution and Review

**2. Presenting Teacher – Pre-visitation Discussion (40 minutes)**

a. Goal(s)/Objectives of the lesson

b. Alignment to Standards (State, CCLS), instructional shifts, and/or Danielson Framework

c. Rigor and Engagement (Higher Order Questions, DoK for activity/task, etc.)

d. Differentiation: Choice, Inquiry, Multiple Points of Entry, Scaffolding, UDL, etc.

e. Data Collection and/or Assessment

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**VIEWING PERIOD**

**3. Classroom Lesson Viewing (One Period – 1 hour)**

a. Low-Inference notes (Teacher/Student)/Capturing the Lesson

b. Student/Teacher Data

c. Teacher Focus

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**DISCUSSION AND REFLECTION TIME**

**TWO PERIODS (Working Lunch Provided – 1 hr. 45 min.):**

**4. Alignment of Data to CCLS, Danielson Framework, and Lesson Objectives (15 min)**

a. CCLS: Reading, Writing, Speaking, and Listening

b. Danielson Framework: Domains 2 and 3 (Viewing), Domain 1 (Lesson Plan)

c. Lesson Objectives: SWABATS

**5. Participating (viewing) Teachers should provide INITIAL feedback as to: (20 min)**

a. What they **liked** about the lesson

b. A specific aspect of the lesson that ***strongly*** connected to and/or reflected the CCLS, instructional shifts, and

the Danielson Framework

c. Perceived Rigor and Engagement for students

d. Meeting the needs of all students

**6. The facilitator will then ask the teacher who taught the lesson to reflect on: (15 min)**

a. Rationale for making certain decisions about the lesson (i.e. choice of visuals, sequence, assessment, etc.)

b. Challenges and/or concerns in planning the lesson, delivery, assessment (for actual students)

c. Evolution of your practice that has brought you to what we viewed today

d. Initial feedback from participating teachers

**7. Participating Teachers should then provide feedback that offers suggestions on how the practice could be: (20 min)**

a. Expanded or enriched to reflect increased alignment and connection to Standards, Shifts, and/or Framework

b. Modified for ELLs, SPEDs, and overall Engagement

c. Developed/Shared with other teachers, a department, or the school community

d. Implemented in their own schools

**8. The teacher who taught the lesson can now: (15 min)**

a. Respond to the second round of feedback

b. Ask any clarifying and/or follow questions and respond

c. Reflect on the overall experience and/or feedback

d. State his/her Next Steps for future planning/delivery/assessments

e. Resources

**9. Facilitator Wrap-up (15 min)**

a. Process: Worked well, Possible Adjustments/Revisions

b. Viewing Teacher/Presenting Teacher Evaluations

c. Summary Questions

d. Resources