**Debriefing an Instructional Strategy**

1. How did it go? Describe your experience as a teacher or observer.
2. What are the benefits of the strategy? The challenges?
3. How could you “ramp up the rigor” of the strategy next time? When will you use it and for what?
4. How is this strategy similar or different than other strategies you have used in your classroom?
5. How can you increase students’ independent use of the strategy?

(2012) *From 20 Literacy Strategies to Meet the Common Core*

**Collaborative Discussion Guidelines**

Assist each other to attain the goal

Link everyone’s talents

Leverage all ideas

Recognize the smallest contributions

Obtain the strongest agreements

Work for win-win for all

**Thinking Through a Lesson Protocol**

Selecting and Setting up the Task

What are your goals for the lesson? What do you want students to know or understand?

What are your expectations for students as they work on and complete the learning task?

What resources or tools will students have to help them learn?

How will students work-independently, in small groups, or in pairs—to explore this task?

How will students record and report their work?

How will you introduce students to the activity so as to provide access to all students while maintaining the cognitive demands of the task?

Supporting Students’ Exploration of the Task

As students work independently or in small groups, what questions will you ask to…

* + Help a group get started or make progress on a task?
  + Focus students’ thinking on the ideas in the task?
  + Assess students ‘understanding?
  + Advance students’ understanding of ideas?

How will you ensure that student remain engaged in the task? What assistance will you give/ What questions will you ask to redirect them?

Sharing and Discussing the Task

How will you orchestrate class discussion so that you accomplish your goals?

What do you want to have shared during the discussion?

What questions will you ask to help students make sense; expand on, debate, and question; make connections; look for patterns; form generalizations?

What will you see or hear that lets you know that all students in the class understand the ideas that you intended for them to learn?