

# DEMONSTRATION LESSON PLANNING PROTOCOL



One role teacher leaders may play is to offer demonstration lessons to support their teachers in understanding new instructional strategies. Follow these guidelines to plan and implement an effective demonstration lesson with peers.

<p><b>DETERMINE</b> what specific skill, knowledge, attitude, or behavior you want to showcase.</p> <ul style="list-style-type: none"> <li>• Discuss with teacher.</li> <li>• Identify from among a set of possibilities.</li> <li>• Follow an established plan.</li> <li>• Choose from among predetermined options.</li> </ul>	<p><b>TIPS</b></p> <ul style="list-style-type: none"> <li>• All demonstration lessons are equal work for you and the teacher observing.</li> <li>• The purpose of observing is learning. Amplify learning in the debriefing.</li> <li>• One or two demonstrations are great; three is too many. If you practice gradual release, you accelerate the teacher’s learning.</li> </ul>
<p><b>PLAN</b> how you will amplify what you will demonstrate in your teaching.</p> <ul style="list-style-type: none"> <li>• Make it visible.</li> <li>• Make it BIG.</li> <li>• Make it obvious.</li> </ul>	
<p><b>PREVIEW</b> the lesson with the teacher.</p> <ul style="list-style-type: none"> <li>• Share the lesson plan.</li> <li>• Co-develop the lesson plan.</li> </ul>	
<p><b>ASSIGN</b> the teacher the role of observer with a data-gathering template.</p> <ul style="list-style-type: none"> <li>• Help the teacher know what to look for.</li> <li>• Encourage the teacher to watch the students more than you unless that is inappropriate. You want the teacher to see the interaction between what the teacher does and what students do.</li> <li>• Give the teacher an observation template or create one with the teacher.</li> </ul>	
<p><b>DEBRIEF</b> the observation.</p> <ul style="list-style-type: none"> <li>• Ask the teacher to share what he or she observed.</li> <li>• Ask the teacher for data about the lesson’s impact on students.</li> <li>• Ask the teacher to identify the process, sequence, or strategy used in the teaching.</li> <li>• Encourage to teacher to identify the reasons the process, sequence, or strategy is successful with students.</li> <li>• Ask the teacher to identify a generalization about using the process, sequence, or strategy.</li> </ul>	

Source: Reprinted from *Taking the Lead: New Roles for Teachers and School-Based Coaches*, by Joellen Killion and Cindy Harrison. NSDC, 2006.