

Demonstration lesson planning and debriefing protocol

Tool 7.4

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Purpose	Use this template with teachers to plan and debrief demonstration lessons.	
Recommended time	2–3 hours	
Materials	Tool 7.4 <ul style="list-style-type: none"> • Content standards • Preassessment data (if available) • Pacing and curriculum maps • Lesson Planning Model, page 12 • Demonstration Model/Lesson Debrief Form, page 13 	
Steps	1. Coaches and teachers follow the steps listed on the Lesson Planning Model.	60–90 minutes
	2. They review the Demonstration/Model Lesson Debrief Form.	60–90 minutes

Demonstration lesson planning and debriefing protocol, continued

Lesson planning model

<p>Step 1</p> <p>Determine what specific skill, knowledge, attitude, or behavior you want to showcase.</p>	<ul style="list-style-type: none"> • Discuss with teacher. • Identify from among a set of possibilities. • Follow an established plan. • Choose from among predetermined options.
<p>Step 2</p> <p>Plan how you will amplify what you will demonstrate in your teaching.</p>	<ul style="list-style-type: none"> • Make it visible. • Make it BIG. • Make it obvious.
<p>Step 3</p> <p>Preview the lesson with the teacher.</p>	<ul style="list-style-type: none"> • Share the lesson plan. • Co-develop the lesson plan.
<p>Step 4</p> <p>Assign the teacher the role of observer with a data template.</p>	<ul style="list-style-type: none"> • Help the teacher know what to look for. • Encourage the teacher to watch the students more than you, unless that is inappropriate. You want the teacher to see the interaction between what he does and what students do. • Give the teacher a visit-preparation template or create one with the teacher.
<p>Step 5</p> <p>Debrief the visit.</p>	<ul style="list-style-type: none"> • Ask the teacher to share what he observed. • Ask the teacher for data about the impact of the lesson on students. • Ask the teacher to identify the process, sequence, or strategy used in the teaching. • Encourage the teacher to identify the reasons, the process, sequence, or strategy is successful with students. • Ask the teacher to identify a generalization about the use of the process, sequence, or strategy.
<p>TIPS</p>	<ul style="list-style-type: none"> • All demonstration lessons are equal work for you and the teacher observing. • The purpose of the demonstration is learning. Amplify learning in the debriefing. • One or two demonstrations are great. Three demonstrations are too many. If you practice gradual release, you accelerate the teacher's learning.

Demonstration lesson planning and debriefing protocol, continued

Demonstration/Model lesson debrief form

How did this demonstration or model lesson help you?

What did you see that was effective?

What did you see that was ineffective?

What piece(s) would you use in your classroom?

What would you change or modify?

What pieces of this lesson need further clarification?

What is one suggestion for improvement of this lesson?

How can I support you in the future?
