



# Leading the Process for Effective Data Analysis

- R. Steven Jones, Principal

Northeast High School

Macon, GA

2015



2016

2017

2018

RAIDERS will be "College READY... Career READY!"

# Northeast Health Science Magnet High School

Students *AGGRESSIVELY* seeking opportunities to  
become college and career ready!

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# Northeast High School Overview

Priority School  
(bottom 5%)

Low % of AP and  
Honors Classes  
Offered

97% Free  
Reduced  
Population

Only 2 teachers  
with 10+ years  
experience

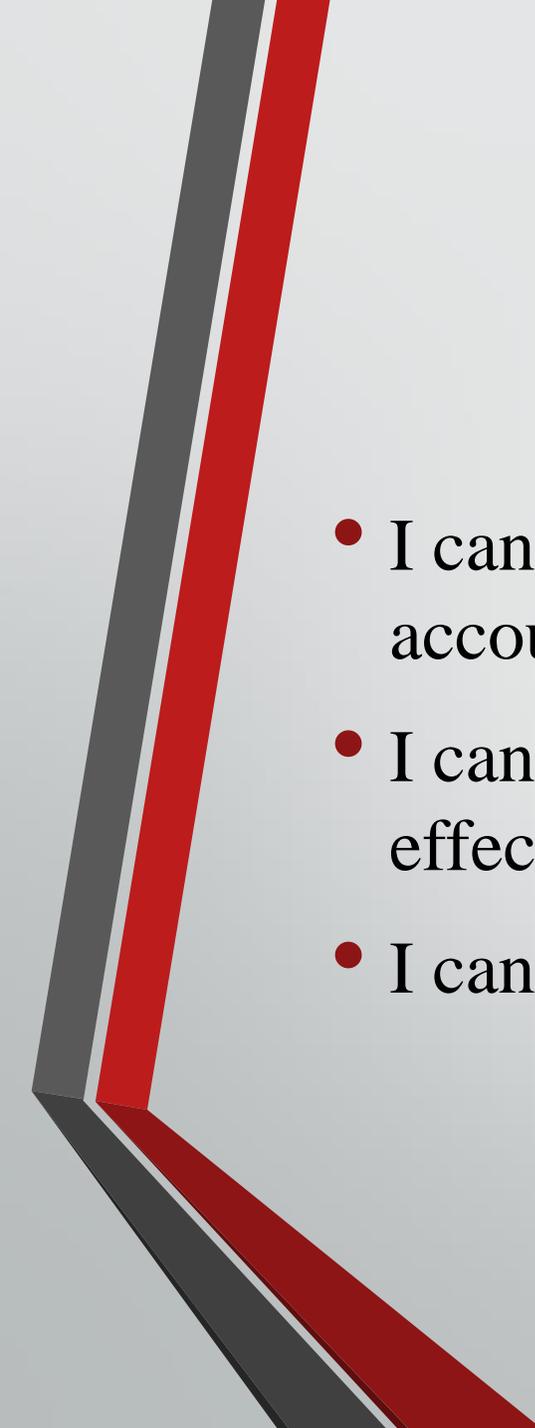
Low Expectations

Poor Student  
Attendance

High % of  
discipline referrals

0% Enrollment for  
Magnet Program

Ineffective school-  
wide protocols  
and processes



# Learning Targets

- I can create a structure and framework for holding teachers accountable for student success
- I can explain the process for maintenance and monitoring of effective instructional practices
- I can lead the process for effectively analyzing data

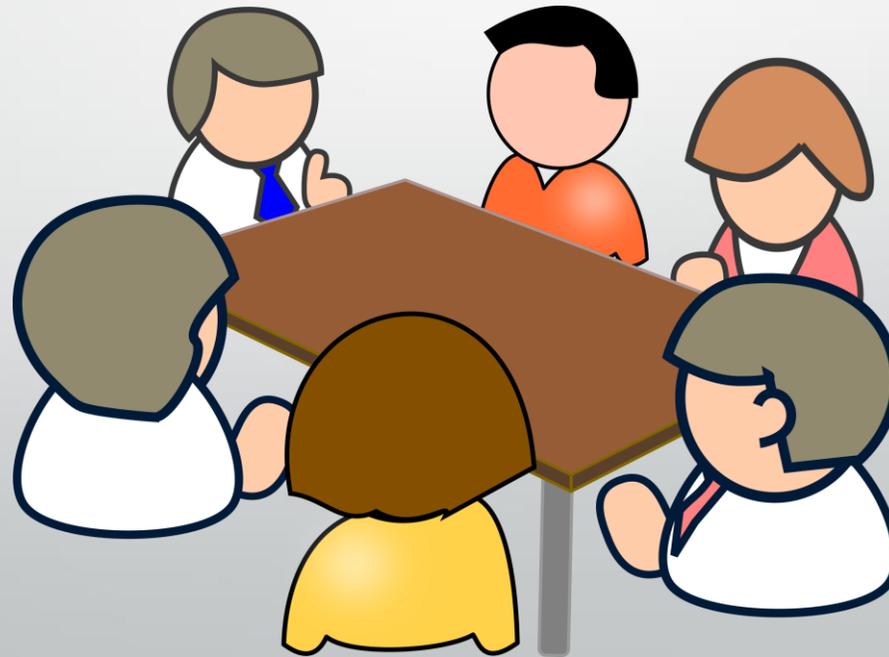
**What are our  
students saying?**



**Listen carefully to the dialogue the students are giving about us. What are your thoughts?**

**At your tables, discuss the student commentary...**

**1.) What implications can you make based on the student dialogue?**



**3 Minutes**

# Northeast High School ...Chosen to Epitomize Excellence Across the River!



**Creating A Sense of Urgency**

**Form A Guiding Coalition**

**Create A Vision**

**Communicate the Vision**

**Empowers others to Act on the Vision**

**Create Quick Wins**

**Build on the Change**

**Institutionalize the Change**

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**DATA: Perception, Academic, Demographic**

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**“ALL HANDS ON DECK!” TEAM**

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**Students AGGRESSIVELY Seeking Opportunities to become College and Career READY at NEHS!**

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**Announcements, Walls that Talk, Pep Rallies, etc.**

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**Teacher led advisements and “CCR” groups**

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**Calendars created at onset of the year to include quick wins.**

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**On-going “Relevant” Professional Development**

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**Change Habits and Beliefs will Change. Our beliefs are our institutions!**

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# Kotter's 8 Step Model



# Baseline Data for our Beginning PROCESS!



## Planning Until Success Happens (P.U.S.H.)

The ability to lead change in a school lies not in the strength of the administration to identify weaknesses, but in the wisdom of the administration to guide teachers to provide self-reflection in an atmosphere conducive for constructive criticism. The atmosphere of a school building is created through dialogue and pedagogical alertness.

# **THE P.U.S.H.**

**Who: Teacher of Record, Administrative Team, Visiting Principals, District Rep.**

**What: Accountability through Professional Dialogue**

**When: At least twice per year**

**Where: Data Room**

**Why: To gain a clearer vision of the teacher's current level of academic I.Q. and implementations**

**How: Evidence, Artifacts and Dialogue**

Please watch the following vignettes of our 1st formal P.U.S.H. meeting of the year.



The FINAL product of a Beginning PROCESS!



**This is where  
we are!**

# Maintenance and Monitoring

## The Northeast Way... Our Framework

1. **Weekly Leadership Matrix**
2. **Professional Learning Communities (During School and After School)**
  1. **Differentiated Professional Learning**
  2. **Tuning Protocol**
3. **Leadership Team (BST) Monthly Reports**
4. **TAPS =====> Standards 2, 4, and 6 create Standard 8 (Academically Challenging Environment)**



## Leadership Team Expectations Matrix

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Admin</b>	<ul style="list-style-type: none"> <li>- Department Chair Meeting in AM</li> <li>- Admin Meeting PM</li> <li>- Parent Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Attend Data Meetings</li> <li>- Signing Day</li> </ul>	<ul style="list-style-type: none"> <li>- Parent meetings in AM.</li> <li>- Office day</li> </ul>	Observations	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Admin meeting in PM.</li> <li>- Signing Day</li> </ul>
<b>Instructional Coach</b>	Observe the identified teachers for enriched and engaging lessons. Provide written feedback for each observation. Create action steps for each teacher with due dates for corrections.	<ul style="list-style-type: none"> <li>-Attend Data Meetings – 3<sup>rd</sup> – 6<sup>th</sup></li> <li>- Gather data from observations to create D.L. professional development.</li> </ul>	Model lessons (1 per week) for identified teachers and observe teachers. Provide the appropriate feedback with due dates of corrections.	Attend lesson plan meetings with departments and ensure that the identified teachers go through the tuning protocol.	<ul style="list-style-type: none"> <li>-Update the Data Room</li> <li>- Provide ongoing “standards based classroom” training for all CTAE teachers.</li> </ul>
<b>Department Chair</b>	<ul style="list-style-type: none"> <li>- Meet with administration to discuss previous weeks compliance.</li> <li>- Submit meeting minutes.</li> </ul>	Review and approve the assessments that will be administered for the week. Provide written feedback on any assessment that is needed with a due date for re-submitting.	Department Observations	Non-Department Observations	Review lesson plans and provide written feedback. If corrections or changes are needed, provide each teacher with a due date for corrections.
<b>Social Services</b>	Meet with Admin @ 8:30	<ul style="list-style-type: none"> <li>- Partnership Day, Each member will contact community stakeholders for partnership. Keep Log...</li> <li>- Attendance Day</li> </ul>	-Meet with Alternative School Students.	Academic Day	<ul style="list-style-type: none"> <li>Collect Data on future graduates</li> <li>- Applications, ASVAB, SAT, FAFSA, Athletes</li> <li>- Update the Data Room</li> </ul>
<b>PDS Partners: Georgia College</b>	Availability for contributing to professional learning at faculty meetings			Dr. Borelli onsite for observations, co-teaching and planning, and attending department planning.	Morning availability for scheduled PDS meetings

# Northeast High School

## Monthly Professional Learning Community Calendar (Planning Period)



Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>WEEK 1</u></b>            Collaborative Planning            All Lesson Plans due to Dept. Chair by Thursday (Feedback provided Friday)</p>				
	Data Day	<p><b><u>WEEK 2</u></b>            Assessment            Review</p>	<p>Tuning            Protocol</p>	
<p><b><u>WEEK 3</u></b>            Collaborative Planning            All Lesson Plans due to Dept. Chair by Thursday (Feedback provided Friday)</p>				
	Data Day	<p><b><u>WEEK 4</u></b>            Assessment            Review</p>	<p>Tuning            Protocol</p>	
<p><b><u>WEEK 5</u></b>            Collaborative Planning            All Lesson Plans due to Dept. Chair by Thursday (Feedback provided Friday)</p>				



## PLC EXPECTATIONS

- Agree on CLEAR Learning Targets
- Ensure ALL closings reflect mastery of Learning Target
- Differentiate the delivery of instruction
- Differentiate Instruction for mastery of CLEAR Learning Targets
- Checks for understanding and progress monitoring

## DATA DAY

- What does the overall data reveal?
- What needs to be retaught?
- How much more successful was the re-taught lesson?
- What can be accelerated?

## ASSESSMENT REVIEW

- What formal and informal assessments will I need to check for understanding this week?
- How often am I assessing students?
- Do the formative assessments align with the summative assessments?
- Am I adequately assessing students for the end of the 9 week benchmark?

## TUNING PROTOCOL

- What feedback did the presenter take away?
- What changes will the observers make in their own lessons?
- Can the full intent of the standard be mastered with the lesson?
- Updated lesson plans submitted to department chair by Friday.

# Northeast High School

## Monthly Professional Learning Community Calendar (After School)

Monday	Tuesday	Wednesday	Thursday	Friday
NEHS Professional Learning		<u>WEEK 1</u> BST Meets	DATA DAY (Catch-Up)	
Parent Contact	Culture Climate Development	<u>WEEK 2</u> Indistar Indicator Collection		
NEHS Professional Learning		<u>WEEK 3</u> BST Meets	DATA DAY (Catch-Up)	
Parent Contact	Culture Climate Development	<u>WEEK 4</u> Indistar Indicator Collection		
<u>WEEK 5</u> Dept. Collaborative Planning				

<p style="text-align: center;"><b><u>Professional Learning Day</u></b></p> <p>September - De-escalation  October – Clear Learning Targets  November – Clear L.T. cont.  December – Student Led Conferences  January - Remediation  February/March - TBD  April/May - TBD</p>	<p style="text-align: center;"><b><u>BST Day</u></b></p> <p>Follow the Leadership Team “Report Outs” protocol.  Review Indistar Task completion.</p>	<p style="text-align: center;"><b><u>Indistar Collection</u></b></p> <p>Short-term action plans and task created.  Each committee meets to present data collected.  Each member must bring evidence to support his/her indicator.</p>
<p style="text-align: center;"><b><u>Parent Contact</u></b></p> <p>A minimum of 2 students per class must be called. At least one positive call per class is required.</p>	<p style="text-align: center;"><b><u>Culture Climate Day</u></b></p> <p>Designated to help teachers build an atmosphere conducive for learning. Teachers are selected by administration.</p>	<p style="text-align: center;"><b><u>DATA Day</u></b></p> <p>Designated for teachers that did not update IC with student grades. Grades will be used to</p>

# Leadership Report Calendar

Week 1		Week 3	
<b>History Dept.</b> <b>Attendance</b> <b>AVID</b> <b>CIS</b>	<b>Science Dept.</b> <b>PBIS</b> <b>Magnet Program</b> <b>Mentoring</b>	<b>ELA Dept.</b> <b>Graduation Rate</b> <b>STEM</b>	<b>Math Dept.</b> <b>Discipline</b> <b>CTAE</b> <b>RTI</b>

## Protocol for Report Out

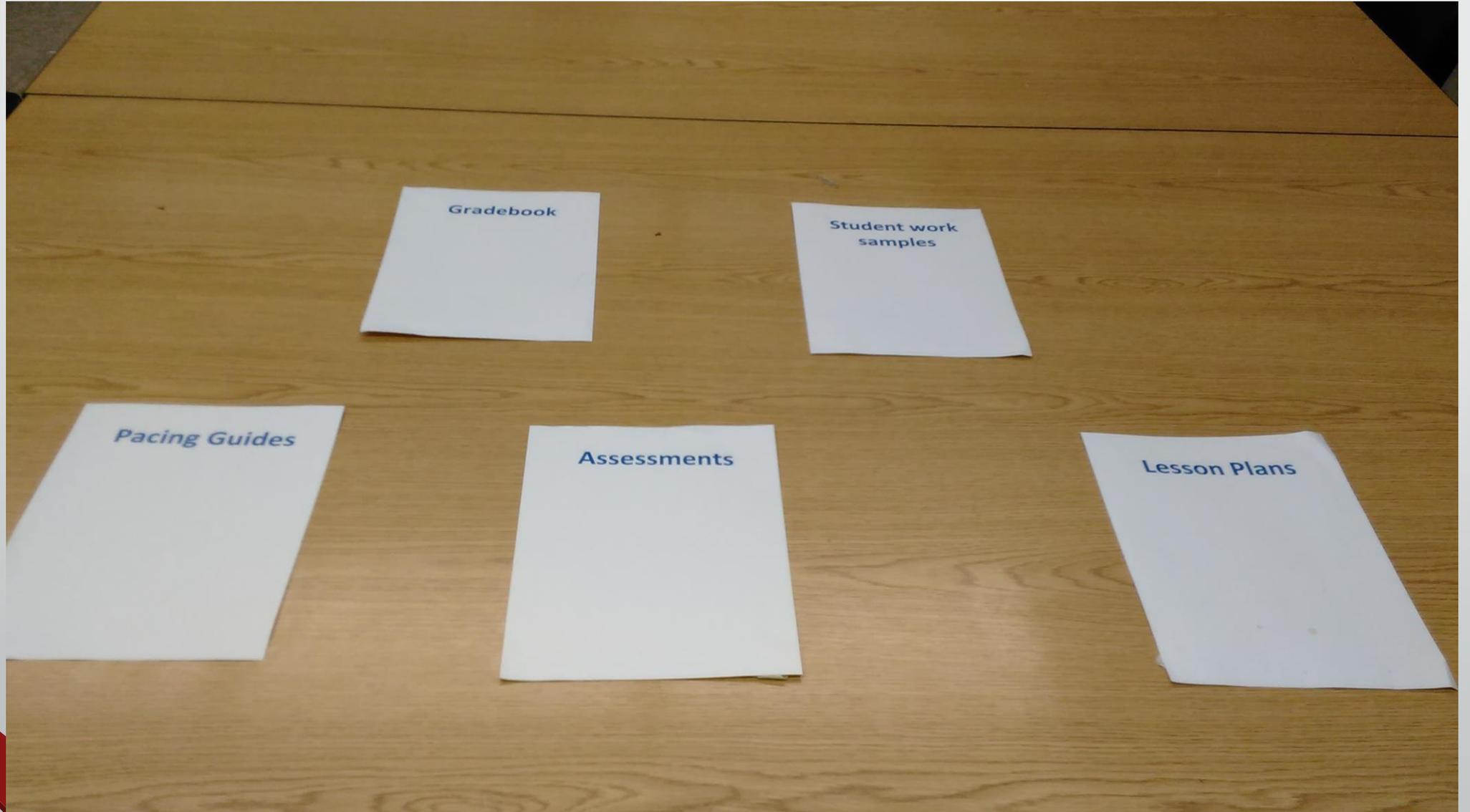
### 1. Leadership team Report Out Information

- a. Departmental SMART Goal- Where are we going?
- b. Baseline Performance data- Where are we now?
- c. Conduct Analysis
  - i. Root Cause
  - ii. SWOT
  - iii. +, delta
- d. Design, Develop, Test possible solutions- What the plan?
- e. How will the plan be rolled out?
  - i. What will you do to meet the goal?
  - ii. What data will you collect to determine how effective the plan is?
- f. Implement
- g. Provide data that reflects the progress monitoring of the plan

# We Believe...



# The Set-Up!



The FINAL product of a Beginning PROCESS!



**This is where  
we are!**

# Mock P.U.S.H Meeting

You have 5 roles included in your mock meeting.

- The Teacher
- Principal
- Assistant Principal
- Instructional Coach
- District Representative

Take 4 minutes to get the overview of your role.

The mock PUSH meeting will begin in 4 minutes, and will last approximately 10 minutes.

# Reflections

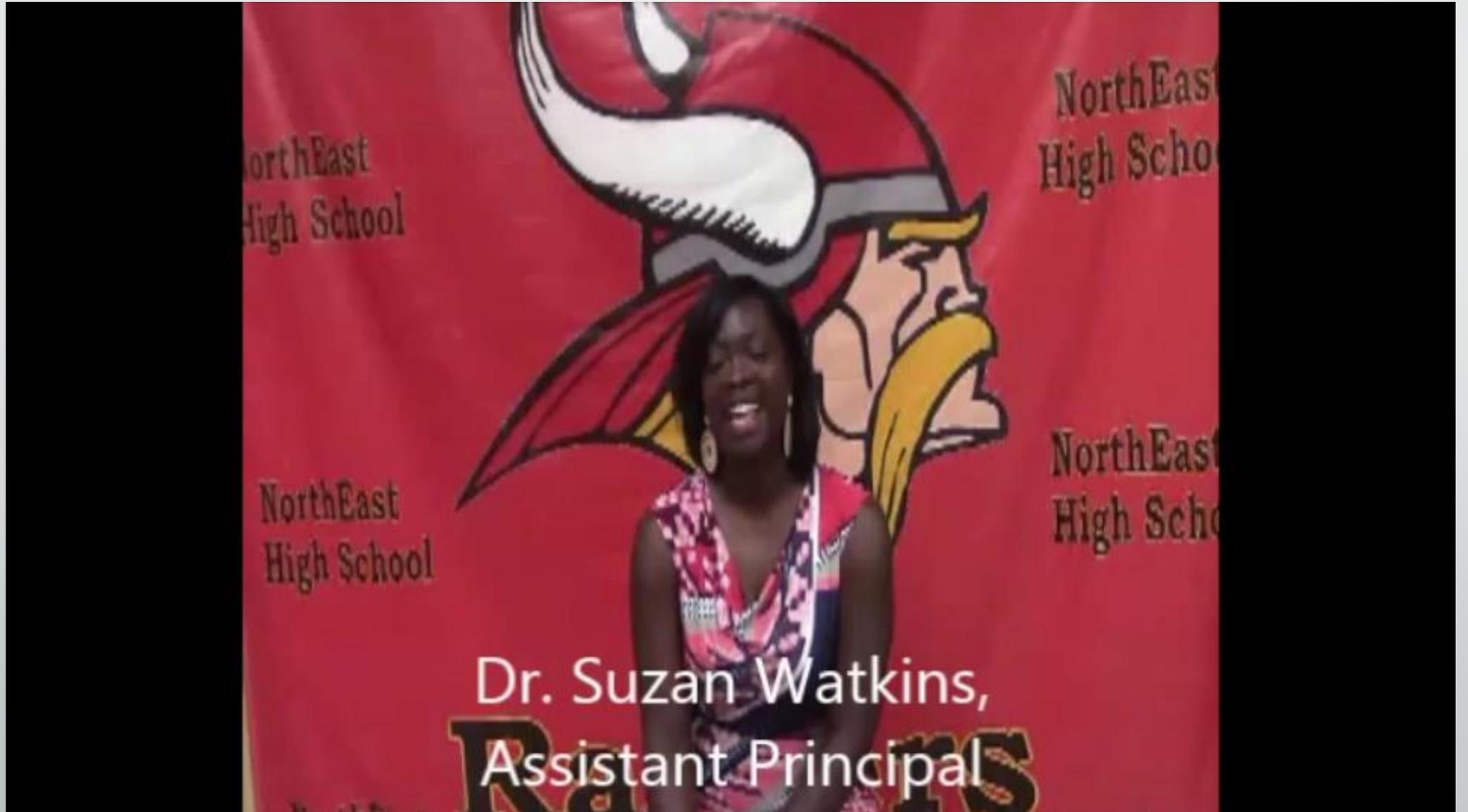
**As the teacher, describe your experience in the PUSH meeting?**

**As participants, what other questions would you like to ask? What other evidence or artifacts would you like to discuss?**

**How could you use the information from the PUSH meeting to establish next steps?**

**5 Minutes**

# Reflections



Dr. Suzan Watkins,  
Assistant Principal

Final Thoughts: Where is your school in the process!



**This is where we are!**

# Contact Us

We would love to hear feedback to refine our processes and/or to assist you in creating a process.

R. Steven Jones, Principal Northeast High School (Macon, GA)

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478.342.1481 (Mobile)

478.779.4133 (Work)

Donna Walker-Thompson, Instructional Coach Northeast High School

[Donna.Walker@BCSDk12.net](mailto:Donna.Walker@BCSDk12.net)

478.779.4100

# Northeast High School

## Leadership Monthly Reporting Calendar

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### Protocol for Reporting Out

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<b><u>PLC EXPECTATIONS</u></b>	<b><u>DATA DAY</u></b>	<b><u>ASSESSMENT REVIEW</u></b>	<b><u>TUNING PROTOCOL</u></b>
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Focus Walk and Professional Learning may be substituted at any time during Weeks 2 and 4. Mondays and Fridays maybe used to distribute in-house items in small group settings.

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# PUSH Data Summary Form

Teacher:

Departmental SMART Goal:

## PART I :Course Achievement & Performance Data

**\* Complete PART I for each course you teach**

Course Name:					
Course SMART Goal:					
<b><u>ALL Students</u></b>					
Total number of students - _____					
<u>Grade Distribution</u>	A (# of students)	B (# of students)	C (# of students)	F (# of students)	% Passed
1 <sup>st</sup> Semester Averages					
Pre-Test Assessment Data					
Post Assessment Test Data					
Achievement Levels	# of Beginning Learners (Grade Conv. 0-67)	# of Developing Learners (Grade Conv. 68-79)	# of Proficient Learners (Grade Conv. 80-91)	# of Distinguished Learners (Grade Conv. 92-100)	% at or above Proficiency
EOC Milestone/ SLOs Prediction					
<b><u>PEC Students ONLY</u></b>					
Total number of PEC students- _____					
<u>Grade Distribution</u>	A (# of students)	B (# of students)	C (# of students)	F (# of students)	% Passed
1 <sup>st</sup> Semester Averages					
PreTest Assessment Data					
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EOC Milestone/ SLOs Prediction					

## PART II: Classroom Management

Total Number of Discipline Referrals 1 <sup>st</sup> Semester:	
% of referrals out of entire school:	
# of Parent Contacts during 1 <sup>st</sup> semester:	

## Part III: Teacher Attendance:

	# of Days	%
Days Present		
Sick Days		
Professional Leave Days		



Planning	
<p><b>1. Professional Knowledge</b></p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <ul style="list-style-type: none"> <li>Addresses appropriate curriculum standards and integrates key content elements.</li> <li>Facilitates students' use of higher-level thinking skills in instruction.</li> <li>Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>Demonstrates accurate, deep, and current knowledge of subject matter.</li> <li>Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.</li> <li>Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</li> <li>Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li> </ul>	<p><b>2. Instructional Planning</b></p> <p><i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p> <ul style="list-style-type: none"> <li>Analyzes and uses student learning data to inform planning.</li> <li>Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).</li> <li>Plans instruction effectively for content mastery, pacing, and transitions.</li> <li>Plans for instruction to meet the needs of all students.</li> <li>Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</li> <li>Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</li> </ul>
Instructional Delivery	
<p><b>3. Instructional Strategies</b></p> <p><i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i></p> <ul style="list-style-type: none"> <li>Engages students in active learning and maintains interest.</li> <li>Builds upon students' existing knowledge and skills.</li> <li>Reinforces learning goals consistently throughout the lesson.</li> <li>Uses a variety of research-based instructional strategies and resources.</li> <li>Effectively uses appropriate instructional technology to enhance student learning.</li> <li>Communicates and presents material clearly, and checks for understanding.</li> <li>Develops higher-order thinking through questioning and problem-solving activities.</li> <li>Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</li> </ul>	<p><b>4. Differentiated Instruction</b></p> <p><i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p> <ul style="list-style-type: none"> <li>Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</li> <li>Provides remediation, enrichment, and acceleration to further student understanding of material.</li> <li>Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.</li> <li>Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</li> <li>Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.</li> <li>Demonstrates high learning expectations for all students commensurate with their developmental levels.</li> </ul>
Assessment Of and For Learning	
<p><b>5. Assessment Strategies</b></p> <p><i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p> <ul style="list-style-type: none"> <li>Aligns student assessment with the established curriculum and benchmarks.</li> <li>Involves students in setting learning goals and monitoring their own progress.</li> <li>Varies and modifies assessments to determine individual student needs and progress.</li> <li>Uses formal and informal assessments for diagnostic, formative, and summative purposes.</li> <li>Uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>Uses assessment techniques that are appropriate for the developmental level of students.</li> <li>Collaborates with others to develop common assessments, when appropriate.</li> </ul>	<p><b>6. Assessment Uses</b></p> <p><i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p> <ul style="list-style-type: none"> <li>Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</li> <li>Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</li> <li>Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</li> <li>Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.</li> <li>Shares accurate results of student progress with students, parents, and key school personnel.</li> <li>Provides constructive and frequent feedback to students on their progress toward their learning goals.</li> <li>Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</li> </ul>

Learning Environment	
<p><b>7. Positive Learning Environment</b></p> <p><i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p> <ul style="list-style-type: none"> <li>• Responds to disruptions in a timely, appropriate manner.</li> <li>• Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.</li> <li>• Models caring, fairness, respect, and enthusiasm for learning.</li> <li>• Promotes a climate of trust and teamwork within the classroom.</li> <li>• Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.</li> <li>• Actively listens and pays attention to students' needs and responses.</li> <li>• Creates a warm, attractive, inviting, and supportive classroom environment.</li> <li>• Arranges the classroom materials and resources to facilitate group and individual activities.</li> </ul>	<p><b>8. Academically Challenging Environment</b></p> <p><i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i></p> <ul style="list-style-type: none"> <li>• Maximizes instructional time.</li> <li>• Conveys the message that mistakes should be embraced as a valuable part of learning.</li> <li>• Encourages productivity by providing students with appropriately challenging and relevant material and assignments.</li> <li>• Provides transitions that minimize loss of instructional time.</li> <li>• Communicates high, but reasonable, expectations for student learning.</li> <li>• Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.</li> <li>• Encourages students to explore new ideas and take academic risks.</li> </ul>
Professionalism and Communication	
<p><b>9. Professionalism</b></p> <p><i>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i></p> <ul style="list-style-type: none"> <li>• Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.</li> <li>• Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).</li> <li>• Respects and maintains confidentiality.</li> <li>• Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.</li> <li>• Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.</li> <li>• Demonstrates flexibility in adapting to school change.</li> <li>• Engages in activities outside the classroom intended for school and student enhancement.</li> </ul>	<p><b>10. Communication</b></p> <p><i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i></p> <ul style="list-style-type: none"> <li>• Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.</li> <li>• Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.</li> <li>• Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.</li> <li>• Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.</li> <li>• Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</li> <li>• Adheres to school and district policies regarding communication of student information.</li> <li>• Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.</li> <li>• Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).</li> <li>• Uses modes of communication that are appropriate for a given situation.</li> </ul>

*The contents of this form were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*

# Tuning Protocol

Purpose of the protocol- Use of the tuning protocol ensures that educators receive direct and respectful feedback on the lesson plan that they present. It also helps to “tune up” the instructional practices of all individuals involved in the protocol session. The protocol is design for the teacher to present a lesson (daily) and to share resources used in the delivery of the lesson. This allows colleagues to examine the lesson and resources and to provide both warm and cool feedback about the lesson.

## **Prior to the meeting:**

- Presenter should make enough copies of the daily lesson (standard(s), learning target, bellringer, activator, mini-lesson, work session, and closing) for the team.
- Presenter should also bring in any resource that can support the presentation of the lesson.
- Facilitator appoints a timekeeper and ensures that this person knows the allotted times for each section.

## **The Protocol**

1. (1 min) The facilitator opens the session by reminding the team of the goals and norms of the session. The facilitator should make mention of the ideas that
  - The protocol is focused on the work and not on the presenter. Feedback should address the work.
  - All individuals in the team should be actively engaged in the presentation. Some ways of showing active engagement- asking clarifying questions, taking notes, providing feedback at the appropriate time. **The presenter should be recording the warm and cool feedback so as to reflect on it at the end of the protocol.**
  - All team members should respect the established norms.
2. (5 min) Teacher presents the lesson focusing on the instructional framework. The teacher can mentioned areas of the lesson where feedback is needed.
3. (3 min) Colleagues can asks clarifying questions about the lesson.
  - Possible question starters:
    - i. One point in the lesson that was not clear to me was... can you clarify...?
    - ii. Are you saying that...?
4. (4 min) Warm Feedback- Colleagues provide warm feedback focused on the strengths of the lesson. Each person in the roundtable is ask to provide one reflection. After one round anyone in the roundtable can provide feedback in the time allotted. Colleagues should provide *specific* feedback to presenter NOT general statements of approval. Avoid statements such as: “I liked it.”, “This is good.”, “Great job!”, “Well done.” Instead highlight and recognize the strengths of the lesson.
  - Possible question starters
    - i. A strength of the lesson was... because it...
    - ii. Something I like about the lesson is... because ...
    - iii. I appreciate how the lesson ... because...
5. (4 min) Cool Feedback- Colleagues provide cool feedback focused on the areas of growth and ways to improve the lesson. Each person in the roundtable is ask to provide one reflection.

After one round anyone in the roundtable can provide feedback in the time allotted. Avoid direct comments toward the teacher and focus on improving the work.

- Possible sentence starters

- i. I think it would be cool if the lesson ...
- ii. I think the lesson would be stronger if ...
- iii. What if the lesson ...

6. (2 min) Presenter reflects on the feedback provided. Presenter should not answer questions but talk about their thinking about the feedback given.
7. (2 min) Roundtable discussion of everyone's take aways from the lesson. What insight has today's protocol provide about your instruction? What strategies might you incorporate into your lessons?