

**Content Teams: Yes/No Lesson Tuning Protocol (35-40 min):** The purpose of this protocol is to help teachers and leaders unpack and improve a created lesson plan.

For all questions in the protocol, stop and dwell on any “no” responses until most members agree that the lesson has sufficiently improved. For all “yes” responses move to the next question in the protocol.

### **Before the Meeting**

- All members of the team mark up the lesson plan with initial responses to the below questions. (10 min).

### **During the Meeting**

#### **Framing (3 min).**

- The teacher who wrote the lesson gives any context necessary to make sense of the lesson, including previously taught objectives, current unit context, student data, relevant previous student work, etc.
- The teacher then remains silent during the protocol, taking notes throughout the group’s conversation until the “Reflection” step.

#### **Y/N #1: Is the lesson objective clear, measurable, worthy, and rigorous? Does the objective reflect the rigor of the standard? (5 min)**

- If “no”, work to retool the objective to make it clear, measurable, worthy, and rigorous. Effective objectives will clearly state what students will know and be able to do, and how they’ll do so.

#### **Y/N #2: Does the lesson assess mastery against clear criteria for success? Is the form of assessment effective? (5 min)**

- If “no”, identify clear descriptions of what student mastery of the objective would look and sound like and what form it might take.

#### **Y/N #3: Are the learning activities aligned to the learning objective? (5 min)**

- If “no”, examine which activities are misaligned, and name steps to improve them.

#### **Y/N #4: Does the lesson include sufficient time for kids to think, speak, and write? Is at least 1/3 of the lesson devoted to independent practice? (5 min)**

- If “no”, examine what steps the teacher might take to improve ratio in the lesson.

#### **Y/N #5: Are the learning activities sufficiently rigorous? Do activities increase in rigor throughout the lesson? (7 min)**

- If “no”, examine where the rigor dips and how it could be improved.
- Consider the alignment of the guided and independent practice.
- Hold a fiercely high standard for ratio, questioning, and use of textual evidence.

#### **Y/N #6: Are the learning activities appropriately differentiated for all learners? (5 min)**

- If “no”, determine action steps for particular sub groups.

#### **Reflection (2 min)**

- The teacher who authored the lesson states 1-2 concrete action steps that they are committing to in the next week.

**Transferable Takeaways. (3 min)**

- All teachers share a transferable takeaway for their instruction.