



BOLD Instructional Leadership

Pre-Lesson Share Protocol

“Honest, specific, and descriptive feedback from peers can be invaluable to beginners and support even effective teachers in moving from good to great.”

J. McTighe

Step 1: The Presentation of the Lesson

Focus on the following questions:

- ❖ What are students expected to learn (Learning Standards) from participating in these activities?
- ❖ What will the students be expected to do (Instructional Bridge) in order to learn these things?
- ❖ How will students show they have learned the standard?
- ❖ Why was it assumed that these qualities are going to be important in encouraging the students to become engaged in the tasks they will be asked to undertake?
- ❖ Share any already completed examples that you may be able to also share with your students.

Step 2: Clarifying Questions

A PLC, acting as a collegial friend, asks clarifying questions to ensure that there is a clear understanding of the lesson presented.

Examples:

- ❖ Is the assignment aligned with the learning standard and assessment?
- ❖ How will you know that the students have learned the material?
- ❖ How will the students be assessed? Formative/Summative?
- ❖ What will be done if they learn it?
- ❖ What will be done if they don't?
- ❖ How will this lesson be differentiated for SPED/GT/Etc.





Step 3: Analysis of the Lesson

Collegial friends provide feedback

- **This step will take place after the lesson has been taught; keep in mind the following questions as you return to share your lesson**
 - ❖ Be prepared to share samples of student work.
 - ❖ How did the lesson go? Did it meet your expectations?
 - ❖ Was there anything that you would have done differently?
 - ❖ Which instructional strategies were given emphasis and were they adequate to the need?
 - ❖ In retrospect, that would have helped in student engagement?
 - ❖ What results for students provide evidence of authentic engagement?

