**S C O R I N G I N S T R U C T I O N - R U L E S O F T H U M B**

**Presenting teachers who are ready to receive feedback can help their colleagues formulate feedback by answering the following questions:**

* Have you taught this lesson before?
* Did you get the results that you wanted?
	+ If not, what did you notice students didn’t understand &/or weren’t able to do? **(Share the problem)**
* Do you plan to teach this lesson again?
* Are you open to having this lesson critiqued?
* Are you interested in changing this lesson?
* What IA Core concept/standard or state/national standard is the instruction primarily addressing?
* What is the big idea, enduring understanding, essential question or concept central to the discipline that is connected to the above standard?
* Is there a particular AIW standard(s) you are most interested in meeting at a high level? (Higher Order Thinking, Depth of Knowledge/Student Understanding, Substantive Conversation, &/or Value Beyond School)
* What type of feedback are you most interested in as it relates to this standard(s) and instruction (Think about the problem identified in the first sub-bullet)

**Before scoring the instruction, ask the presenting teacher to briefly share what the students will be doing and then do the following:**

1. Ask if the team has any clarifying questions for the presenting teacher.

2. Individually, score the instruction by recording evidence to support scores for all 4 standards and record numbers on a grid for everyone to see.

3. Limit explanations until everyone has shared his/her scores.

4. Discuss all scores especially discrepant ones and use evidence from the instruction to support scores.

5. Use specific language in the scoring criteria from the rubrics to support scores.

* What’s the dominant expectation of the lesson?
* What’s the big idea or essential question being taught?
* Is the point of the lesson clear?
* Where are there obvious connections or potential opportunities for students to use technology to enhance higher order thinking, to develop complex understandings, to build coherent collective understandings, and understand situations in the real world beyond school?

6. Make suggestions to increase the instruction’s authentic & intellectual demands based on the teacher’s identified problem. Encourage team members to state the specific standard that is tied to his/her suggestion.

7. Close the discussion when presenting teacher has received enough feedback.

8. Ask the presenting teacher to explain what kind of feedback from the team has been most helpful and what s/he plans to change. Listen for connections to the problem.

9. Ask everyone to share the strengths of the lesson. This allows the presenting teacher to leave the group with some encouragement, while still benefiting from the scoring discussion.

 10. Conclude with each teacher individually taking a few minutes to reflect on his/her new learning and what action steps each teacher plans to take.

*REMINDER: Collecting evidence during a live lesson can be challenging. Consider collecting quotes, marking tallies, mapping exchanges, recording student responses, listing prompts and listening for the big idea being taught.*