

Appendix 13

Preparing for and Debriefing a Demonstration Lesson (20–30 minutes)

STEPS	RATIONALE
1. Partner participants.	This allows for a safe space to share initial thinking without sharing with the whole group.
2. Ask an open-ended question to frame the learning.	Example: What challenges are you facing in teaching and learning? What are some of the reasons for those challenges? What are you considering as ways to overcome said challenges?
3. Consider the following questions as guidance for specific “look fors” in the demonstration lesson: <ul style="list-style-type: none">• What did you notice about the students’ thinking or behavior?• What techniques did the teacher use to support student learning?• What evidence do you have that the lesson goals were met?• What in the lesson allowed this to happen?	Participants should consider their challenges and think about which of these questions support evidence gathering. Specificity helps frame the lesson in supporting the individual.
4. Debrief in partnerships.	Partners should have a chance to frame their challenge again and say more about what they saw in the lesson to support new thinking.
5. Facilitate a whole group discussion.	This allows all participants to learn from each other. Partners may also support their learning by citing the learning and observations of their partners.

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Facilitator Planning Sheet for Planning for and Debriefing a Demonstration Lesson

Participants/Partnerships:

Questions to Frame the Observation:

Guidance to Support Specific Look Fors:

- What did you notice about the students' thinking or behavior?
- What techniques did the teacher use to support student learning?
- What evidence do you have that the lesson goals were met?
- What in the lesson allowed _____ to happen?

Others:

Notes from Debrief (Partners and Whole Group):