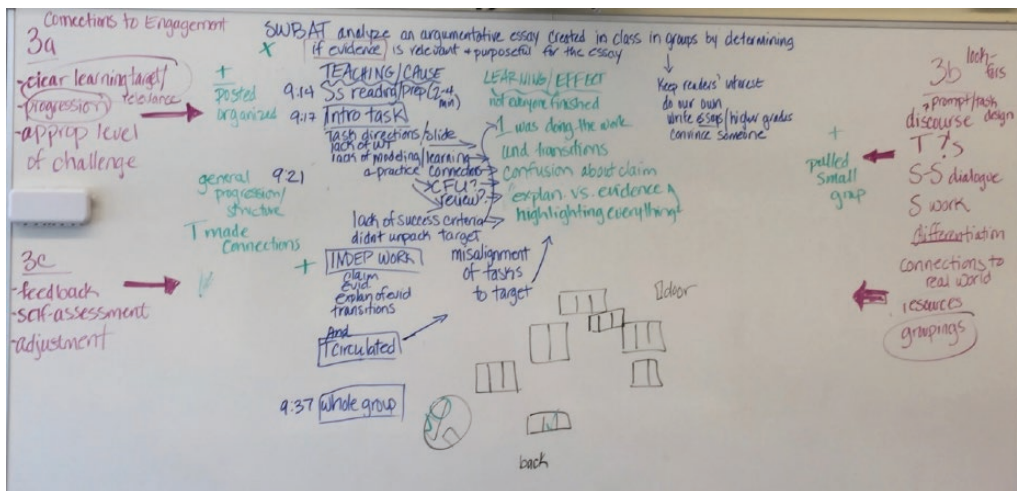


Resource 5.2

Building on Strengths Debrief Boards

After extensive analysis and deconstruction of a lesson, it is critical to determine the teacher's areas of strengths and then build on those when developing reflective questions and next steps. Let's take a closer look at the debrief board you may have encountered in the Chapter 4 resources.



Remember, for this lesson, students were reading essays and highlighting with three different colors the claim, evidence to support the claim, and “explanations” of evidence. Notice the comments in green next to the “+” sign on either side of the board related to specific rubric indicators. The teacher has a basic understanding of lesson progression, posted the objective, made some connections, and pulled a small group to differentiate. Once you have this graphically organized, you and/or colleagues engaging in the debrief can practice creating analysis statements. **“While the lesson progression was generally logical, because there was a lack of modeling to ensure everyone understood the difference between the items they were locating and highlighting and only checks for understanding from 2–3 students before students worked independently, nearly all students were highlighting incorrectly”**