

Lesson Rehearsal Protocol

Lesson rehearsal is a core process of intellectual preparation that provides an opportunity for educators to practice instructional strategies and routines from key lessons within the HQIR and to receive feedback to support effective classroom implementation. This process may be facilitated by an administrator, coach, lead teacher or other instructional staff member and the time to work through the protocol may vary based on stage of implementation and the focus of the rehearsal. In early implementation, for example, lesson rehearsal may require its own PLC meeting; in ongoing implementation, more targeted rehearsal could be combined with lesson internalization.

Before Lesson Rehearsal Session

Identify a specific focus for the lesson rehearsal.

- Use lesson internalization to identify a portion of an upcoming lesson that could be challenging to implement and determine which key aspect of practice educators will investigate and refine together (this could include recurring lesson elements within the HQIR).
 - The focus is typically decided collaboratively with PLC members, an instructional coach and/or school administrator based on student performance and goals for classroom instruction.

Prepare for lesson rehearsal.

- Determine what educators will need to prepare before the session (e.g., reading and annotating a specific lesson, working through specific tasks or texts associated with a lesson)
- View a model of an embedded instructional practice or procedure whenever available (e.g., video from an external PL provider; demonstration by a PL provider, instructional coach or lead educator).
- Determine who will be in the role of “facilitator,” “teacher” and “student(s).” Roles rotate for each session.
- Establish norms/expectations for both the practice and feedback portions of the meeting. Possible norms include:
 - Everyone participates in their assigned roles.
 - No stopping, redoing, or adding commentary or explanations. Keep teaching.
 - Mistakes are part of the learning process. Embrace them.
 - Awkwardness is normal and to be expected. Embrace it.
 - Feedback stays targeted and actionable.

During Lesson Rehearsal Session

Set clear expectations (led by the facilitator): 3-5 Minutes.

- Remind participants of the lesson rehearsal focus and what effective execution of the instructional moves should look like, including what the teacher should say or do and expected student actions.
- Provide time for educators to review and ask clarifying questions about the lesson.
- Review norms for the practice and feedback portions.

Engage in lesson rehearsal: 10-15 minutes.

- The designated “teacher” practices specific instructional moves for the identified portion of the lesson while the other educators participate as “students.”
- The facilitator keeps track of time and monitors norms.

Debrief the lesson rehearsal (led by the facilitator): 5-10 minutes.

- Begin by having the “teacher” share their immediate reflections with the team.
- Open team discussion for participants to provide feedback related to the lesson focus to the “teacher.”
- Identify and record key takeaways and determine next steps.
- Decide what student data to collect to determine potential impacts of the session.

After Lesson Rehearsal Session

Suggestions for follow-up:

- Each teacher implements their next steps for the upcoming lesson.
- Consider inviting a coach or administrator to observe the lesson and provide targeted feedback.
- Collect data from the lesson and collaboratively analyze to determine impact.