**Mathematics**

**K-12 EQuIP Quality Review Process and Rubric Training**

**Facilitator’s Notes**

**Intended Audiences:**

* New reviewers
* Reviewers who wish to deepen their ability to use the EQuIP quality review process to provide criterion-based observations and feedback

**Prerequisite Knowledge:**

* Common Core State Standards (CCSS) for Mathematics

**Time:**

Unit/Lesson Review: 2 – 4 hours (1/2 day with introduction and break)

Note: Participants should be sent the common instructional materials for their independent review at least one day BEFORE the review session.

**Materials Needed:**

1. Session PowerPoint slides (contains slides for unit and lesson review)
2. A copy of the common instructional materials for each reviewer. Choose from:
* 1st Grade Lesson: *Exploring Two-Digit Numbers,* Accountability and Curriculum Reform Effort (NC)
* 6th Grade Lesson: *How Many Small Boxes,* CPALMS (FL)
* High School Unit: *Geometric Figures,* The Mathematics Vision Project (UT)
* Instructional materials from the state, district, or school (\*Note that the PowerPoint slides will need to be revised to reflect a chosen state, district, or school common lesson/unit.)
1. Copies of the Quality Review Rubric – PDF or 1-page version for each reviewer (either electronic or print)
2. Copies of the CCSS for Mathematics for each table (participants may also use e-versions)

**Session Goals:**

* Develop a common understanding of the EQuIP quality review process
* Develop a common understanding of the EQuIP Rubric including its criteria and rating scale
* Practice using the EQuIP quality review process and rubric to evaluate and provide feedback on CCSS-aligned instructional materials

**Session Overview:**

Participants will learn about and practice using the process for reviewing and providing criterion-based feedback using evidence found in CCSS instructional materials. Review teams may range in size from three to six members. Conduct reviews at tables that allow for unobstructed conversation and have enough space for materials. Throughout the session, participants will use a feedback protocol to frame their observations and suggestions for improvement.

Participants will:

INDIVIDUALLY:

1. Closely examine the materials through the “lens” of each criterion
2. Check each criterion for which clear and substantial evidence is found
3. Record evidence for each check or where you looked and were unable to find evidence

COLLECTIVELY:

1. Compare and discuss checks and evidence
2. Discuss, “What is the pattern within our team in terms of the criteria we have checked?”
3. Discuss, “Do our observations reference the criteria and evidence (or lack of evidence) in the instructional materials?”

**Part One — Introducing the EQuIP Quality Review Rubric and Process** (Slides 1–11)

**Time: 15 minutes**

These slides present:

* + Session goals;
	+ EQuIP quality review principles and agreements;
	+ Two versions of the Quality Review Rubric; and
	+ Steps of the EQuIP quality review process.
	+ Forming a review team

Slides 2–4 introduce the Quality Review Process: discuss session goals and principles and agreements for the quality review process. Explain that adhering to the EQuIP principles and agreements creates a collegial environment in which participants can develop criterion-based feedback for improving the alignment and quality of instructional materials. Read all of the principles and agreements. Use slide 4 to introduce the four dimensions of the rubric.

Slides 5 – 6 explain how to use the EQuIP Rubric Quality Review Forms. The feedback forms are organized by dimension. Each page in the PDF feedback form provides check boxes to indicate the criteria that the lesson or unit meets, a space to provide criterion-based feedback, and a space to record a rating for the dimension. The last page of the form is used to assign the lesson or unit an overall rating and provide summary comments.

A one-page version of the rubric is also available. Both can be found on the EQuIP link on the [Achieve website](http://www.achieve.org/EQuIP).

Slides 7 – 10 describe the steps in the EQuIP Quality Review Process. Discuss each step in the process. Remind participants that the goal of the session is to walk through the entire process one step at a time. Slide 10 offers a flowchart view of the process for visual learners.

**Part Two — Practice: EQuIP Quality Review Process**

**Step 1. Review Materials** (Slide 11)

**Time: 20 minutes**

Participants should need to have an understanding what is contained in the instructional materials and how they are organized. It is particularly important that participants read and understand the skill and knowledge requirements of the tasks and activities that are central to the goals of the lesson/unit. In many cases this will mean that participants actually work the key tasks.

Remind participants *not* to use the EQuIP rubric(s) during Step 1. Participants will have ample opportunity to think deeply about the criteria in each dimension during subsequent steps of the review process. Learning the review process and rubric is most successful when participants are deeply familiar with the format and content of the lesson/unit.

**Step 2. Apply Criteria in Dimension I: Alignment to the Depth of the CCSS** (Slides 12–25)

**Time: 45 minutes**

Note that Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Basic Outline of facilitation for Dimension I

(This same protocol for working individually then collaboratively will be used for reviewing each dimension throughout the session.)

* Introduce participants to Dimension I by reading and discussing each criterion. Then allow table work time for teams to first individually and then collectively consider the lesson/unit and it’s alignment to the criteria.
* After participants have checked the criteria and recorded observations on their own, they should discuss their feedback at their tables.
* Then ask tables to share reflections with the room. Share the pattern of checks and rationales from the normed example on slides 13-16.
* Using the guiding questions on slide 20, ask participants to share their rating for Dimension I by show of hands or fingers (e.g. “Raise your hand if you gave the lesson a 3, 2, 1, 0;” “Everyone raise the number of fingers that corresponds to your rating.”). Then share the rating for the normed example on slide 21.
* Slide 22 outlines the four qualities of effective feedback. Through the session these specific qualities will be highlighted while reviewing and providing feedback for each dimension.
* Slides 23-24- Display the example of high-quality feedback on the slide and point out evidence and criteria cited in the feedback.
* Use slide 25 to emphasize and guide reflection on the quality of alignment to the CCSS for the example materials. The group should agree that the quality of the materials warrants continuing with the review.

**Step 3. Apply Criteria in Dimensions II–IV** (Slides 26-52)

**Time: 90 minutes**

The protocol for introducing and reviewing the criteria in Dimensions II – IV follows the same routine as outlined for Dimension I above.

* Introduce each criterion for the dimension.
* Participants work at their tables to evaluate the lesson/unit individually then collectively. Slides are provided to detail the protocol.
* Share the normed pattern of checks for example materials using the slides provided.
* Have participants consider individually and then collectively, the rating for the dimension. Slides are provided with the normed rating for each dimension.
* Share/discuss specific examples that exemplify the qualities of effective feedback. Slides and notes are provided, highlighting specific qualities of feedback for each criterion of each dimension.

**IMPORTANT NOTEs for discussing the qualities of effective feedback for Dimension III:**

* On slide 38, during table work time, participants are instructed to write one piece of quality feedback.
* The table will then choose one example to share with the entire group during discussion.
* Using slides 39 – 45, share the normed feedback from the example materials, then ask participants to also share their table’s selected feedback.
* All other participants should be prepared to identify and discuss the specific qualities of effective feedback from each example.

*Facilitators may consider many options for sharing feedback from the tables with the larger group, for example: using Google documents, chart paper, or orally reading aloud.*

**Step 4. Provide Overall Rating and Summary Comments** (Slide 53 – 58)

**Time: 15 minutes**

* Explain each overall rating category using slides 53-55.
* Allow a few moments for participants to tally points and consider the guidelines on slide 56. Ask participants to share overall ratings with the entire group.
* Explain the nature of summary comments using slide 57.
* Using slide 58, share the normed overall rating and summary comments for the example materials.

**Step 5. Determine Next Steps** (Slide 59)

**Time: 10 minutes**

Allow time for table and/or whole group discussions about next steps. Use questions on slide 59 to guide discussion of the next steps for the materials.

**Final Reflection** (Slides 60 – 61)

**Time: 10 minutes**

Use slide 60 to reflect on the EQuIP Quality Review process and ways it might be incorporated into the future curriculum practices. Slide 61 provides some suggestions to help participants decide how to organize a review team.