**ELA/Literacy K-12**

**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 English language arts (ELA)/literacy

**Time:**

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

Note: Participants should review the common instructional materials independently a day or so 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:

* Kindergarten Unit: Listening and Learning Domain: *Seasons and Weather*
* 1st Grade Lesson: *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*
* 6th Grade Lesson: *Great Fire*
* 8th grade Unit: Making Evidence-Based Claims
* 8th grade Lesson: Understanding Evidence-Based Claims “Out of Kilter”
* Grade 12 Unit: Griswold v. Connecticut
* 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. Quality Review Rubric PDF (either electronic or print) for each reviewer
2. Copies of the CCSS for ELA/literacy for each table (participants may also use e-versions)
3. Copies of CCSS ELA/literacy Appendices A and B 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 a rubric-based process for reviewing and providing criterion-based feedback using evidence found in a CCSS lesson or unit (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, a participants will use a discussion protocol will be used to frame their observations.

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 1–10)

**Time: 15 minutes**

These slides present:

* + Session goals;
  + EQuIP quality review principles and agreements;
  + Quality Review Rubric PDF; and
  + Steps of the EQuIP quality review process.

Slides 1–3 introduce the session; 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.

Slides 4 – 6 explain using the EQuIP Rubric Quality Review Feedback Forms. The feedback forms are organized by Dimension. Each page in the form a space to indicate the criteria that the lesson or unit met, a space to provide criterion-based feedback, and a space to assign a rating to the dimension. The last page of the form is used by the reviewer to assign the lesson or unit an overall rating and summary comments. A one-page version of the rubric is also available on the EQuIP website.

Slides 7 – 10 describe 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.

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

**Step 1. Review Materials** (Slides 11-13)

**Time: 20 minutes**

Participants should need to have an understanding what is contained in the instructional materials. It is particularly important that participants read the text(s) and note the quality of the text(s) and in the case of grade 2 - 12 materials, its complexity.[[1]](#footnote-1)

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 14–21)

**Time: 45 mintues**

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 1 by reading and discussing each criterion. Refer to the notes section on slide 14 for specific questions to guide participants as they consider the criteria in Dimension 1.

Slide 15 – Begin table work time. 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 from the normed example on slide 16.

Using slide 17, ask participants to share their rating for dimension 1 by show of hands (raise your hand if you gave the lesson a 3, 2, 1, 0). Then share the rating for the normed example on slide 16.

Slide 19 outlines the four qualities of effective feedback. Throughout the session specific qualities will be highlighted while reviewing and providing feedback in each dimension.

Slide 20- Read the example of high-quality feedback on the slide. Move to slide 21 and ask participants to point out evidence of these qualities in the example they saw on slide 20. Refer to the notes section on slide 20 for the specific qualities and examples.

**Step 3. Apply Criteria in Dimensions II–IV** (Slides 22-50)

**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, referring to the notes sections for guiding questions.
* Participants work at their tables to evaluate the lesson/unit individually then collectively. Slides are provided to detail the protocol.
* Share the pattern of checks for each criterion. Slides are provided with the pattern of checks for the normed example.
* Share the ratings for the dimension. Slides are provided with the 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 in each dimension.
* **IMPORTANT NOTE for discussing the qualities of effective feedback for Dimension III:**

On slide 35, 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 40-41, share the feedback from the normed example, then ask participants to also share their table’s selected feedback.

All other participant 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: google documents, chart paper, or orally reading aloud.*

**Step 4. Provide Overall Rating and Summary Comments** (Slide 51-54)

**Time: 15 minutes**

.

* Explain each overall rating category using slide 51.
* Allow a few moments for participants to tally points and consider the guidelines on slide 52. Ask participants to share overall ratings with the entire group.
* Explain the nature of summary comments using slide 53.
* Using slide 54, share the overall rating and summary comments for the normed example.

**Step 5. Compare Overall Rating and Determine Next Steps** (Slide 55)

**Time: 15 minutes**

Allow time for table and/or whole group discussions about next steps. Use questions on slide 49 to guide discussions.

**Final Reflection** (Slides 56-57)

**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.

1. A description of the quantitative and qualitative complexity is provided for the instructional materials included. For more on text complexity, see CCSS Appendix A and/or Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity. Also, consider using EQuIP Session 3 — ELA, Selecting Quality Texts. [↑](#footnote-ref-1)