**Coaching Protocol: Unit Development**

This protocol outlines a process that teachers and administrators can use to review units when targeting alignment, rigor, and student engagement.

**STEP 1:**

**Presenter(s): 5 minutes**

* Shares a thumbnail overview of your unit - grade level, subject, and title.
* Shares what would you most want students to remember at the completion of this unit. What is the underlying purpose?
* Shares BIG IDEAS and ESSENTIAL QUESTIONS and the correspondence between them.
* Highlight the different curricular areas you have targeted in this unit noting

the following components:

* Content
* Precise Skills
* Assessments –formative and summative
* Vocabulary/ terminology
* Indicate a specific area of focus where you would particularly like feedback/suggestions.

**Partner Coach(es)**

* L**istens** carefully and takes notes while teacher describes unit (Does not provide feedback until the presenter is done.)

**STEP 2:**

**Partner Coach(es): 5 minutes**

* Asks clarifying questions.
* Shares feedback/suggestions beginning with the Presenter’s specific area of focus.
* Review BIG IDEAS and ESSENTIAL QUESTIONS and provide feedback as to the correspondence between them and the clarity of focus for the unit.
* Provides specific feedback and suggestions on alignment, rigor, and student engagement as it relates to the components the Presenter has shared - content, skills, activities/strategies, and assessment(s).
* Partner Coach and Presenter brainstorm other possible additions that might enhance the unit.

***Tips for Coaches:***

* Are content and skills clearly described and sufficiently detailed?
* Are the content and skills aligned to one another and the EQ’s?
* Are skills and assessments clearly aligned to targeted standards?
* Are there areas that rigor could be increased?
* Are their OPPORTUNITIES to UPGRADE to digital-media-global learning?

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| **Content*** Content topics
* The “What”
* Targeted facts and key information
* Written as nouns or noun phrases
 | **Skills*** Are *Specific, observable, measureable*
* Written in precise language
* Written at appropriate level of understanding (Bloom’s/DOK)
* Engage the learner with the content
* Demonstrate what students should know & be able to do
* Begin with an action verb and is completed
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| **Vocabulary/ terminology** * Matches the unit
* Appropriate for the age level
* Reasonable number of terms
* Organized sensibly
 | **Assessment*** Is a PRECISE tangible product or performance
* Detailed description of task with parameters.
* Provides observable evidence of targeted skills
* Clearly links to content, skills, big ideas, and EQ’s.
* Accurate DOK level
* Integrates 21st century skills
* Rubric is linked
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