

## Lesson Rehearsal Protocol 25-26

### Purpose:

Lesson rehearsal provides teachers the opportunity to practice, refine, and reflect on instruction before delivering it to students. Like a “dress rehearsal,” it offers a low-stakes, high-impact space to strengthen planning, delivery, and instructional decision-making. Rehearsals focus on a high-leverage segment of a lesson that is instructionally significant, cognitively rigorous, and may involve productive struggle. This work should be grounded in the Lesson Unpacking Protocol and aligned with ILT or PLC priorities, with a focus on clarity of the learning target and success criteria.

### Preparation and Considerations:

#### Grade-Level Standards-Aligned

How does this lesson segment ensure rigor, relevance, and readiness for all learners?

- **Plan for Standards-Aligned Instruction:** Confirm the segment reflects the depth of the learning target and success criteria.
- **Rehearse for Rigorous Student Thinking:** Plan how students will carry the cognitive load and engage in the level of thinking the standard requires.
- **Ensure Clarity and Coherence:** Prepare to clearly communicate what students are learning, why it matters, and what success looks like.

#### Deeply Engaging + Accessible

How will this segment support active engagement and access to grade-level learning?

- **Engage All Learners in Thinking:** Use meaningful tasks and discourse that require students to think deeply and work collaboratively.
- **Use Inclusive Engagement Strategies:** Frame questions and design participation structures that include Black students, Native students, Multilingual Learners, and students with IEPs.
- **Plan Scaffolds that Support Access:** Use scaffolds (e.g., visuals, modeling, sentence frames) that allow all students to access rigorous content without lowering expectations.

#### Culturally Affirming

How will this lesson segment reflect and honor students’ identities, experiences, and voices?

- **Plan Affirming Moves:** Use knowledge of your students to choose practices that build belonging and support identity.
- **Connect Learning to Students’ Lives:** Ensure content, examples, and framing reflect students’ cultures and communities.
- **Frame Learning as Empowering:** Communicate learning goals in ways that highlight student strengths and affirm their perspectives as essential to the learning process.

*Design Note: The steps provided below, while designed to be consecutive, are represented laterally to clarify that each holds equal power and importance in providing all of our students with a rigorous, inclusive, and culturally-affirming academic experience.*

Doing the Lesson Rehearsal Protocol		
Grade-Level, Standards-Aligned	Culturally-Affirming	Deeply Engaging + Accessible
<i>How are you delivering this lesson segment to maintain rigor and relevance, ensuring all learners are prepared to meet or exceed the expectations of the learning target?</i>	<i>How are you actively reflecting students' identities, experiences, and voices through your instructional choices in this segment of the lesson?</i>	<i>How are you intentionally facilitating this portion of the lesson to foster deep engagement and ensure meaningful access to the learning for all students?</i>
<p><b>Learning Target and Success Criteria</b> Practice how you will clearly introduce the learning target and success criteria using student-friendly language that connects directly to the task.</p> <p><b>Model or Guide Student Thinking</b> Demonstrate how you will model or guide rigorous student thinking, using prompts and questions aligned to the cognitive demand of the standard.</p> <p><b>Demonstrate Instructional Clarity</b> Ensure each instructional move is intentional, scaffolded, and sequenced to build understanding, remove barriers, and support student confidence, agency, and access to grade-level learning.</p>	<p><b>Acknowledge Students' Lived Experiences</b> Intentionally reflect students' cultures, identities, and backgrounds in how you frame the content, pose questions, and provide examples.</p> <p><b>Demonstrate Inclusive Instructional Moves</b> Use strategies that validate diverse ways of thinking and offer multiple entry points so all students can meaningfully participate.</p> <p><b>Use Asset-Based Language and Positioning</b> Speak and plan from the belief that all students bring valuable knowledge and experience that enrich classroom learning.</p>	<p><b>Use Participation Structures</b> Rehearse using participation structures that support all students—especially Black, Native, Multilingual Learners, and students with IEPs—in actively engaging and contributing their thinking.</p> <p><b>Use Talk Moves to Deepen Thinking</b> Demonstrate questioning and talk moves aligned to the learning target and success criteria that invite deeper thinking and elevate the voices of students who may need more time, support, or encouragement to share.</p> <p><b>Use Scaffolds for Access and Engagement</b> Demonstrate how scaffolds help all students, especially those needing support, access and engage with rigorous content.</p>
<p><b>Reflection Question:</b></p> <ul style="list-style-type: none"> <li>During the rehearsal, how clearly did I connect my instruction to the learning target and success criteria, and did my modeling reflect the depth of thinking required by the standard?</li> </ul>	<p><b>Reflection Question:</b></p> <ul style="list-style-type: none"> <li>How did I reflect students' identities and assets in my language and framing during the rehearsal, and how might these moves support connection and belonging in the classroom?</li> </ul>	<p><b>Reflection Question:</b></p> <ul style="list-style-type: none"> <li>How do I anticipate the strategies and scaffolds I planned will support access to the learning for students who may need different entry points, and where might I adjust to support deeper participation?</li> </ul>