Math Lesson Intellectual Preparation Protocol - Independent
(Draft for preparing to teach synchronously with Nearpod)

Time	Thinking		How
2 min	*What are students bringing to the lesson?*	Ground in Data	❏ Review recent relevant data and consider implications for this lesson.
5 min		Connection to Unit & Aligned Standards	❏ Review the Unit Unpacking One Pager. Consider where the lesson falls in the Building Block (what's been developed and what's still to come), how the lesson connects to the rest of the unit, and aligned the standards.
Complete with Original Lesson Resource			
5 min	*What is this lesson focused on and how will I set up students to illuminate the key points for their classmates?*	Big Idea	❏ Articulate a BIG IDEA and record it at the top of your plan. ❏ Summarize the narrative, aim and KPs into one sentence that answers the question "What is the most important new learning taking place in this lesson?
10 min		Clarity of Content	❏ Focus on the Introduction. ❏ Annotate for the strategies you will be hunting for and the key point(s) students will understand/be able to do by the end of the intro discussion. ❏ Annotate high leverage questions to elicit and stamp key points. Identify the KP number.
Complete with Nearpod + Original Lesson Resource			
20-30 min	*What work will they do and what strategies will they use?*	Set Exemplar Bar and Understand the Nearpod	❏ After reviewing the Key Points and focal strategies from the original lesson resource, complete the Nearpod as if you were a student: watch the instructional videos and solve all problems / activities as you expect students to complete them using the strategies from the lesson.
20 min.	*How will you facilitate the introduction with Nearpod?*	Clarity of Content	❏ EBL - What will you look for in the student work during the POD? What will you do if you do not see work you can use or students are well off-track? ❏ Use the original plan resource to plan for the question sequence to elicit key points. Indicate specific slides for questions and ensure all key points are elicited. ❏ Plan for engagement in the virtual space. Places for whole class "choral response", voting, showing on fingers, agree/disagree, everybody writes, etc. ❏ Plan for how you will leverage videos and embedded visual anchors to stamp key points. ❏ Consider what did and did not transfer from the original plan to the Nearpod. Consider what adjustments, if any, you want to make.
5-10 min	*Where and how are students most likely to struggle? How will I respond and also be proactive?*	Planning for Misconceptions	❏ Identify the questions you will prioritize monitoring data for in real time so that you can respond in the moment as needed. ❏ Throughout the entire lesson, identify the major misconceptions, annotate where they are likely to show up (within which specific problems), and how they will be addressed. ❏ Create tracker for lesson and note specific students data indicates should be prioritized during workshop / practice.

	1	2	3	4
Criterion Scoring	Teacher thinking does not show a baseline level of internalization, teacher has not completed all thinking steps.	Teacher thinking shows baseline level of internalization, all steps of protocol are completed	Teacher thinking shows strong evidence of internalization of the content	Teacher thinking shows strong evidence of internalization and personalization based on how students are likely to respond
	Evidence of thinking may include mathematical errors.	Evidence of some mathematically correct thinking.	Evidence of sufficient mathematically correct thinking.	Evidence of mathematically correct critical thinking.
Holistic Scoring	Teacher IPP Does Not Meet the Standard. Lacking confidence that the teacher is prepared to lead a lesson for their students where more than a few may achieve the objective	Teacher IPP is Foundational. Somewhat confident the teacher is prepared to lead a lesson for their students that may lead to at least half of the students achieving the objective.	Teacher IPP is Proficient. Confident the teacher is prepared to lead a lesson for their students that will likely lead to at least half of the students achieving the objective.	Teacher IPP is Strong. Highly confident the teacher is prepared to lead a strong lesson for their students that will result in at least 85% of students achieving the objective.
Note The overall rubric score should align with the lowest scoring indicator/row				