

Fishbowl Rehearsal Tool

Objective:

A tool to support TPP instructors by providing guidance on how aspiring educators can practice and refine their instructional delivery using high-quality instructional materials (HQIM).

Teacher Pre-work:

1. Reread the Topic Overview and Lesson
2. Complete the problem set and exit ticket from a student perspective.
3. Read the lesson objective and connect it to the standards and overall learning goals for the topic. Identify the key knowledge and skills that students will gain from this lesson:
4. As you read the lesson and annotate:
 - a. Pacing of lesson for each activity, consider transitions and routines that need to be taught.
 - b. Most critical points in the lesson that lead to mastery of knowledge and skills.
 - c. Points in the lesson for student partner work and discussion (student ownership).
 - d. Points of potential student misconceptions and how you plan to address them.
 - e. Embedded scaffolds that you will leverage for diverse learners.

Internalization Meeting:

Understand the Lesson Purpose and Objectives (10 mins):

- + Based on the review of the sub-unit and the focus lessons for the week, what are the knowledge and skills students need to master the activities and exit ticket of the lesson?
- + Norm and align on success criteria for activities and exit ticket.
- + How does this lesson make connections to what was previously learned? How does it preview what is coming up in future lessons in the sub-unit/unit?

Understand the lesson sequence and pacing of activities (15 mins):

- + Discuss how each component of the lesson builds toward the exit ticket.
- + Determine the most critical parts of the lesson and determine:
 - o What are the areas in the lesson that allow for productive struggle? How will those be leveraged and facilitated?
 - o Which checks for understanding should we prioritize that gauge student progress toward mastery?
 - o What are potential misconceptions and how can previous content support in addressing those in the moment?

- o Where will we need to differentiate instruction for diverse learners in our classrooms?

Activity deep dive and lesson rehearsal (20 mins):

- + Have one teammate rehearse the implementation of the most critical parts of the lesson while teammates act like students.
- + During or after rehearsal discuss:
 - a. How can we make key points in the lesson illustrative or clearer for students?
 - b. Are there additional checks for understanding that we need to add?
 - c. Are there scaffolds or differentiation strategies that all students could benefit from?
- + If time allows, have a different teammate rehearse with the adaptations agreed upon by the team.

Post Work:

- + Add time stamps to critical parts of the lesson.
- + Plan to pre-teach procedures that are critical to the lesson to protect instructional time.
- + Locate and prepare manipulatives and materials listed in the lesson plan.
- + Identify additional supplies or visuals needed to support diverse learners.
- + Schedule additional lesson rehearsals with teammates for other lessons that are critical to mastering the summative assessment for the unit.