

Lesson Rehearsal Coach Guide



Purpose

Lesson rehearsal is an integral practice for developing strong teacher instruction of high-quality instructional materials (HQIM) and ensures that the “first teach is the best teach.” During lesson rehearsal, teachers will rehearse specific, challenging aspects of the lesson and walk away with tangible feedback from fellow teachers, a coach, and/or a facilitator.

Lesson rehearsal can take place during a collaborative planning meeting facilitated by an administrator, coach, lead teacher, or other instructional staff member. The meeting can be used for quick or more in-depth practice related to delivery of a lesson component or instructional strategy. This time can be combined with other protocols such as lesson internalization and observation feedback.

Before Lesson Rehearsal Meeting

Recommended timing: 30 min

Identify Lesson Rehearsal Focus

Identifying a focus for lesson rehearsal ensures that teachers’ time will be spent practicing high-leverage elements of the lesson that will have a positive impact on student learning.

Guiding Questions:

- Based on data from student work and observations, what trends should teachers focus on for improvement?
- What is the specific portion of the lesson that teachers will rehearse?
- How will teachers continue to develop the skill practiced beyond the lesson that is rehearsed? How can you make the learning transferable?
- How will the focus for lesson rehearsal enhance student learning and lead to improved student outcomes?

Recommendations for Implementation:

Based on observations, collaborative planning meetings, lesson/module/topic internalization, the action step guide, or previous action steps, select one high-leverage skill to practice during lesson rehearsal.

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During Lesson Rehearsal Meeting

(Continued)

Facilitate the Rehearsal

To ensure that teacher participation and feedback are appropriate, follow specified roles and a predictable routine.

Guiding Questions:

- When will the facilitator or others give feedback?
- How long will a teaching segment be?
- What will signal the start and stop of lesson rehearsal?

Recommendations for Implementation:

- Establish parameters for starting and stopping the rehearsal to provide in-the-moment feedback or coaching, based on teacher needs.
- Monitor time and pacing (or assign a timekeeper).
- Use a feedback guide or sentence stems to support peers in providing actionable feedback to each other.
- After the teacher has received feedback, provide them with an opportunity to redo the appropriate portion of the lesson.

Debrief the Rehearsal

Ending the rehearsal session with a debrief provides a sense of closure and reinforces that the skills practiced should be applied with students.

Guiding Questions:

- What are the key takeaways teachers should have by the end of the rehearsal?
- How will teachers demonstrate reflection and internalization of those takeaways?
- When will the lesson be implemented in the classroom?

Recommendations for Implementation:

- Ask teacher(s) to name the skill or focus of the rehearsal and summarize key advancements in their learning or aspects of practice.
- Identify practices that the group will continue to work on together in future rehearsals.