**Purpose**

The purpose of this protocol is to ensure that units of study validly support high-quality, efficient and cohesive instruction and assessment.

**Preparations and Materials**

* Time**:** 60 -90 minutes
* Copies of unit of study
* Copies of the Standards Unpacking Sheet
* Copies of this Validation Protocol
* Access to ***ESL Expansion Document***

**Process**

1. **Roles - (2 minutes)**

Facilitator, Presenting Teacher(s), Time Keeper, Recorder

1. **Norms (3 minutes)**

Review suggested norms and select a norm to focus on for the session.

* Come prepared & respect the work that’s been done
* Rather than make assumptions, ask clarifying questions
* Professional conversations / speak from research
* Think globally
* Stay focused
* Be concise
* Brainstorm
* Everyone has a voice
* “ELMO”

1. **Presentation of Materials (5 minutes)**
* Presenting teacher(s) *briefly* introduce the materials.
1. **Examination (5-10 minutes)**
* Group members silently examine the materials.
1. **Clarifications (5-10 minutes)**
* Group members ask clarifying questions about the materials. Clarifying questions should be questions that can be answered with quick responses – e.g. yes/no.
1. **Validation Procedures (20-30 minutes)**
* The facilitator uses the validation procedures to foster collaborative conversations around how well the unit of study meets important indicators within each section of the unit.
* For each checkbox, the facilitator looks for agreement among the group members about whether the item can be checked off or not.
* If an item is not checked off, the facilitator works with the group to provide thoughtful feedback and suggestions to help with potential revisions.
* Note that Step 7 of the validation procedures is an opportunity to generate new ideas tohelp the teacher(s) design lessons and activities for the unit.
* During the analysis of each section, the presenter(s) silently take notes.
1. **Feedback and Reflection (10-15 minutes)**
* The group reviews the feedback for each section and makes any final changes.
* The presenter(s) may ask clarifying questions about any of the feedback or suggestions.
* The presenters offer reflections about the feedback. *There is no need to justify*!
1. **Debrief (10-15 minutes)**

The facilitator leads the debrief.

* What forces helped support success with the validation process?
* What forces may have hindered the process or made it less productive?
* Suggestions to improve the process next time.

**VALIDATION PROCEDURES**

**Unit Information**

Title of Unit: Grade(s):

Proficiency Levels: Content MCU Alignment:

**1. Timing**

❑ Is the number of days projected to teach the unit reasonable?

Feedback / Suggestions

**2. Alignment to Standards (ESL Focus Language Goals)**

❑ Are the ESL focus language goals and content standards clearly identified and labeled?

❑ Are the **key concepts** from the focus language goals accurately captured within the *Concepts and Knowledge to be Learned* section? (Note: It may be expedient to have each group member use the unpacking sheet to analyze a different focus goal.)

❑ Are the **essential skills** from the focus goal accurately captured within the *Skills to be Used* section? (Note: It may be expedient to have each group member use the unpacking sheet to analyze a different focus goal.)

Feedback / Suggestions

**3. Transfer Goal**

❑ Is the Transfer Goal clear?

❑ Does the Transfer Goal integrate the essential knowledge and skills into a cohesive outcome?

❑ Does the Transfer Goal identify how students will demonstrate proficiency?

❑ Do the essential questions support the Transfer Goal and encourage thoughtful inquiry?

❑ Does the Transfer Goal align with the WIDA standards?

Feedback / Suggestions

**4. End-of-Unit Assessment**

❑ Is the assessment provided and/or is there enough description so that a teacher can create it? If not, what suggestions does the group have to help?

❑ Is the assessment clearly aligned to the focus goals and at the appropriate level of rigor?

❑ Does the assessment include a rubric and a sample of student work?

Feedback / Suggestions

**5. Academic Language Development in the Four Domains**

❑ Is there evidence of development in multiple domains?

❑ Is there coherence among each of the different levels (word, sentence and discourse)?

❑ Are important socio cultural implications made explicit?

Feedback/Suggestions

**6. Learning Progression / Instructional Sequence**

❑ Are the different parts of the instructional sequences clearly described?

❑ Does the instructional sequence provide enough detail to enable a teacher to design all of the lessons for the unit?

❑ Does the instructional sequence provide enough detail to ensure consistency across classrooms?

❑ Is it clear what focus language goals are addressed within each part of the instructional sequence?

❑ Do the benchmark assessments between each part of the unit make sense and build towards the end-of unit-assessment?

Feedback / Suggestions

**7. Suggested Resources and Materials**

❑ Does the unit provide enough suggestions and resources to help teachers design the lessons and assessments?

❑ Is a suggested vocabulary list of Tier II and Tier III words provided?

❑ Are there links to helpful web-based resources for teachers and students?

Feedback / Suggestions

**8. Student Engagement Ideas**

What ideas do members of the group have about the following? Reminder – the purposes of this section is to brainstorm new ideas for the presenting teacher(s).

❑ Strategies to build opportunities for student ownership and decision-making.

❑ Strategies to build opportunities to engage in meaningful work, significant content, or authentic problems.

❑ Strategies to differentiate and support all students to be successful.

❑ Strategies to create opportunities for students to collaborate with others.

Suggestions and Ideas

**Validation Team Recommendations**

❑ Work in Progress – Please use the feedback and suggestions to make revisions.

❑ Work Complete - Please make any necessary refinements and submit to team leader.