

## EQulP Quality Review: Principles and Agreements

1. **Understanding and Agreement:** The goal of the process is to compare and eventually calibrate evaluations to move toward agreement about quality with respect to NGSS.
2. **NGSS Understanding:** Before beginning a review, all members of a review team have an understanding of the NGSS and the Framework.
3. **Inquiry:** Review processes emphasize inquiry rather than advocacy and are organized in steps around a set of guiding questions.
4. **Respect and Commitment:** Each member of a review team is respected as a valued colleague and contributor who makes a commitment to the EQulP process.
5. **Criteria and Evidence:** All observations, evaluations, discussions, and recommendations are criterion- and evidence-based.
6. **Constructive Feedback:** Lessons and units to be reviewed are seen as “works in progress.” Reviewers are respectful of contributors’ work and make constructive observations and suggestions based on evidence from the work.
7. **Individual to Collective Reviews:** Each member of a review team independently records his/her observations prior to discussion. Discussions focus on understanding all reviewers’ interpretations of the criteria and the evidence they have found.
8. **Understanding and Agreement:** The goal of the process is to compare and eventually calibrate evaluations to move toward agreement about quality with respect to the NGSS.

## Table Facilitator Guide\*

### Set Norms

Prior to beginning the discussion, take a few minutes to set norms that clearly establish the purpose and parameters for the group. For example:

- Contribute collaboratively
- Listen to and value all ideas
- Respond respectfully
- Work toward consensus

### Ensure Contributions from All Participants

- Solicit input from all participants before allowing comments/responses. Ask, for example, for evidence of crosscutting concepts and have all group members provide examples of this evidence before allowing comments/responses on any specific evidence.
- Begin by asking for a response from a designated individual at the table and move clockwise or counter clockwise from person to person; vary the start point and direction for subsequent responses/discussion.
- When all group members have contributed, ask if anyone has additional input.

### Collect All Evidence Prior to Allowing Comments/Responses

- Clearly establish the discussion protocol by saying, for example, “We’re going to look first at the evidence we have found explicitly stated in this lesson/unit. We’ll reserve any discussion until we’ve noted all the evidence.”
- Next ask, for example, “What evidence of science and engineering practices do you see explicitly stated in this lesson/unit?”
- If a group member provides an opinion or commentary rather than explicit evidence, redirect him/her by asking, for example, “Where do you see the evidence for that stated in the lesson/unit?”
- If a group member comments or responds to another group member’s evidence instead of providing new evidence, redirect him/her by saying, for example, “Let’s reserve our discussion until we’ve looked at all the evidence. What other evidence did you see in the lesson/unit?”

### Work toward Consensus

- Begin by asking group members to consider individually whether the evidence in the lesson/unit is sufficient and compelling; for example, “Reflect on what we’ve noted in this lesson/unit and on whether this provides sufficient and compelling evidence of three-dimensional learning. Be prepared to share your thinking as well as your reasoning for this determination.” Remind group members to limit their considerations to the explicitly stated evidence and to avoid “if-then” reasoning—“If the lesson had, then . . .”
- Consider polling group members prior to asking them to share their reasoning. Begin, then, by having all those who believe the evidence is sufficient and compelling share their reasoning with the rule of no repeats. Next, allow those who do not believe the evidence is sufficient and compelling share their reasoning.
- Finally, allow discussion of different viewpoints with the goal of trying to reach consensus.
- At this point, “if-then” statements may be recorded as suggestions for improvement or conditions to be met to bring lesson/unit into alignment.

\*The facilitator should either electronically record and display notes or assign a group member to take and display notes electronically.