Category II: Instructional Supports
Module 8: Category II: Instructional Supports

Module 8 builds on Modules 6 and 7 by having participants continue examining the Common Lesson, this time using the criteria in Category II: Instructional Supports. Category II: Instructional Supports focuses on examining lessons and units to determine whether they include the kinds of instructional practices and supports necessary to allow all students to access the NGSS successfully.

Materials Needed

1. Module 8 PowerPoint slides or slides 92–99 of the full PowerPoint

2. Handout 6: Module 4, Slide 43, “EQuIP Rubric, Version 2” (4 pages)∗ or a computer or tablet with the electronic version of the rubric (at least one person per table should record their group’s findings electronically)

∗Introduced in a previous module.
Introduction to Module 8

Slide 92

Talking Points

- In this module, we’ll be looking at Category II: Instructional Supports.
- By the conclusion of this module, you should be able to use the EQuIP Rubric to determine whether or not a lesson or unit supports instruction for all learners.
- Now, locate Category II on page 5 of your rubric.

Slide 93

Talking Points

- Category II: Instructional Supports focuses on examining lessons and units to determine whether they include the kinds of instructional practices and supports necessary to allow all students to access the NGSS successfully.
- Take a few minutes to read through all of Category II quickly. [Note to facilitator: Allow three to five minutes.]
Talking Points

- Now that you’ve read through all of Category II, let’s look more closely at specific sections.
- First, read back through the first four criteria: A, B, C and D, along with their sub-criteria, and circle key words. You have three minutes to do this. [Note to facilitator: Allow 3 minutes.]
- Noting what you’ve circled, what might evidence of criteria A through D look like in a lesson or unit? [Note to facilitator: Allow a few participants to share.]
- All of the EQuIP Rubric criteria are important, but in Category II, Criterion E, along with its sub-criteria, is particularly deep.
- So, take a few minutes at your tables just to discuss Criterion E and its sub-criteria. [Note to facilitator: Allow five minutes.]
- What are some of the points you discussed regarding Criterion E? And, based on what you see in Criterion E, what might evidence of Criterion E, along with its sub-criteria, look like in a lesson or unit? [Note to facilitator: Allow a few groups to share.]
Talking Points

- In Category I the focus for a unit or longer lessons is on the coherence of the lessons — whether they were designed in a coherent way.
- In Category II, the first criterion for a unit or longer lessons focuses on whether there is built-in support for the teachers to ensure that students see the coherence and that this deepens their understanding. Consequently, some of the evidence you identified when looking for coherence in Category I may also provide evidence here.
- The second criterion for longer lessons and units focuses on providing and then gradually adjusting supports for students over time so that the students become increasingly responsible for making sense of phenomena and/or designing solutions to problems.

Instructional Supports Practice

Note to facilitator: Consider making extra copies of the response sheet for Category II, pages 6 and 7 of the rubric document, for the participants to use with this task.

Talking Points

- The response form for Category II is located on pages 6 and 7 of your rubric document. Please note that this slide only shows page 6 of the response form, but you will need both page 6 and page 7.
Talking Points

- For this quick practice you will need:
  - The response sheet for Category II;
  - The common lesson provided for this practice; and
  - A pen or pencil to code the evidence you find with the Arabic or Roman numerals associated with the specific criteria and/or sub-criteria that the evidence supports.

- Please note that for this practice you will be examining the lesson for both criteria A through E for a lesson or unit and for criteria F and G for a unit or longer lesson.

- As you work through this practice, follow the same process you used earlier when examining a lesson or unit for three-dimensional learning and coherence:
  - First, individually look for the evidence in the lessons or unit. Use the Arabic and Roman numerals associated with the rubric criteria to code the evidence you locate.
  - Next, still individually, determine how the evidence fits together and connects to one or more criteria.
  - Then, as a group, examine this evidence and reasoning and collaboratively make evaluations about whether or not the lesson or unit provides sufficient and compelling evidence of the criteria.
  - Finally, make suggestions for how the lesson or unit might be improved.

- You have 30 minutes for this task. Remember, you’re examining the lesson for criteria A through G for Category II.

- If your group finishes early, use the extra time to think about and/or discuss this question: “What are the implications if a lesson or unit does not meet the criteria for Category II?” [Note to facilitator: Set the timer for thirty minutes, but monitor the groups to determine if they need more or less time to complete the practice before moving on.]
Talking Points

- So what determinations did you make at your tables? Does this lesson meet the criteria in Category II for criteria A through D?
- How? Why or why not? [Note to facilitator: Allow several tables to share.]
- What about for Criterion E? How or why not? [Note to facilitator: Allow a few tables to share.]
- Now, what did you determine for criteria F and G for a unit or longer lesson? Does the lesson meet these criteria? How or why not? [Note to facilitator: Allow a few tables to share.]
- What are the implications if a lesson or unit does not meet the criteria for Category II? [Note to facilitator: Allow a few tables to share.]

Concluding Slide for Module 8
Talking Points

- Providing the kinds of instructional supports that allow all students to access the NGSS and engage in three-dimensional learning is very important.
- As a result of this module, you should feel comfortable using the rubric to determine whether or not a lesson or unit meets the criteria in Category II.
  - Are there any questions or additional comments before we move on? [Note to facilitator: Address question or comments if they arise.]