1. **Presentation**. Presenter walks participants through the material, referring to standards and benchmarks in which unit is rooted; brief summary of Unwrapping, Big Ideas, Essential Questions, Performance Assessment and Scoring Guide.  Presenter offers a specific focusing question that s/he wishes colleagues to help with.  *(For example: “How can I create more alignment between the unit segments?  How might I sharpen my EQs?  How might I be able to include more Hebrew in the unit?  How can I make the assessment more creative without sacrificing rigor?)*(7 minutes)  Participants are silent, only the presenter speaks.

2. **Clarifying questions**.  These questions are ones of factual clarification only; no judgments.  The presenter should be able to answer the questions using few words, and without having to think about the answer. *(A clarifying question could be “What Hebrew level are these students at?” or “Have the students practiced dictionary skills in their English classes?” or “How many lessons were in the unit?”)* Presenter responds to questions as they are asked. At the end of this phase, the presenter restates the initial focusing question. (5 minutes)

3a. **Reading the unit and writing** **“Keepers and Polishers.”** Participants write keepers and polishers, aiming for a 2:1 ratio of keepers to polishers. Keepers may include comments about how the work presented seems to meet the desired goals. Polishers may include possible “disconnects,” gaps, or problems. Sometimes participants offer polishers in the form of questions (*For example, I wonder what would happen if . . .?*) or suggestions. Participants should try to respond to the presenter’s original question, but may also address other aspects of the unit which the presenter did not initially raise.  Each participant will work silently to prepare their comments.  (10 minutes)

3b. **Sharing keepers and polishers.** Facilitator again restates the original focusing question and opens up the sharing of keepers and polishers.  Facilitator asks participants to state keepers and polishers in “popcorn” style, making sure to keep a ratio of 2 keepers to 1 polisher (i.e., 2 keepers must be stated before a polisher can be stated, then 2 more keepers, followed by a polisher). Participants should be aware of “airtime”, and the facilitator should work to include as many voices as possible.  Presenter takes notes but does not respond. (10 minutes)

4. **Open discussion.** After each participant has contributed their feedback, the facilitator opens the discussion to participants. Presenter continues to take notes but does not respond. (5 minutes)

5. **Presenter’s Response**. Presenter reflects out loud on what s/he has heard.  S/he may choose to respond to particular questions, to discuss ideas that have emerged, to outline steps going forward, etc. Participants listen and do not speak. (8 minutes)

6. **De-brief**.  Open discussion to share thoughts about how the protocol went for both presenter and participants. (8 minutes) *At the ILI we will also include responses to the question “How might I use this protocol with my faculty?*