**Lesson Design Studio – Basic Lesson Design – Peer Feedback Form**

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| **Lesson Author:** |  |
| **Course:** |  | **Unit:** |  |
| **Lesson Title:** |  |  **Grade:** |  |

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| --- | --- | --- | --- |
| **Feedback Provided by:** |  | **Date:** |  |

**Directions:** Use this rubric to provide feedback on the design of a lesson and its components. For each component, indicate the status as *Developing, Emerging, or Meeting/Exceeding* and provide positive comments and suggestions for improvement where applicable. Check \_\_NI (Not Identified) if a component is not addressed but should be, \_\_NA (Not Applicable) if the component is not required for the lesson (e.g., a lesson must contain at least one instructional mode, but may contain more than one), or , in the case of accommodations or modifications, \_NN (Not Needed) if no student needs an accommodation or modification. Once all components are rated, indicate the overall strengths and weaknesses of the lesson in the summary box below.

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| **Overall Strengths of the Lesson:****General Areas for Improvement:** |

**Check the cell that best describes this component of the lesson design or check NI or NA if it does not appear. Add comments.**

| **Lesson Component** | **Developing**(Does Not Meet Expectations) | **Emerging**(Minimally Meets Expectations) |  **Meeting/Exceeding**(Fully Meets Expectation) | **Comments** |
| --- | --- | --- | --- | --- |
| **Standards**\_\_NI | \_\_\_A specific college and career ready standard was identified.  | \_\_\_A specific college and career ready standard is identified and appropriate for grade level or strand/domain. | \_\_\_A specific college and career ready standard appropriate for grade level or strand/domain is identified and is fully supported by the lesson objective. |  |
| **Lesson Objective**\_\_NI | \_\_\_The objective is relevant to the standard.  | \_\_\_The objective has at least one required component: the learner/behavior (student will be able to); the condition (context for mastery); or the criteria (level of mastery). | \_\_\_The objective has all three required components: the learner behavior (student will be able to); the condition (context for mastery); and the criteria (level of mastery). |  |
| **Instructional Modes:** |
| * **Whole Class:**

*Think*\_\_NI \_\_\_NA | \_\_\_A strategy is mentioned. | \_\_\_A strategy to stimulate student thinking related to the lesson objective is described.  | \_\_\_A strategy related to the lesson objective to stimulate student thinking and connect to prior knowledge is described. |  |
| *Know*\_\_NI \_\_\_NA | \_\_\_The teaching content is mentioned. | \_\_\_The teaching content and steps to meet the objective are described. | \_\_\_The teaching content and steps are clearly described and can be easily followed. |  |
| *Show*\_\_NI \_\_\_NA | \_\_\_A strategy to check for student understanding is mentioned. | \_\_\_A strategy to check student understanding related to the lesson objective is described. | \_\_\_A strategy to check student understanding of key learning concepts tied to the lesson objective is clearly described. |  |
| * **Teacher Group**

\_\_NI \_\_\_NA | \_\_\_An activity for a small group of students is mentioned. | \_\_\_An activity to teach key concepts related to lesson for a small group of students is described.  | \_\_\_An activity to explicitly teach key concepts related to lesson is appropriate, clearly described, and easy to follow. |  |
| * **Student Group**

\_\_NI \_\_\_NA | \_\_\_A student-led activity is mentioned. | \_\_\_A student- led activity related to the lesson objective is described. | \_\_\_A student led activity to support further learning or practice a new skill related to the lesson objective is clearly described. |  |
| * **Independent**

\_\_NI \_\_\_NA | \_\_\_A student independent activity is mentioned. | \_\_\_A student independent activity related to the lesson objective is described. | \_\_\_A student independent activity that reinforces application of the key concepts of the lesson is clearly described. |  |
| * **Homework**

\_\_NI \_\_\_NA | \_\_\_A homework activity is mentioned. | \_\_\_A homework activity practicing skills related to the lesson objective is described. | \_\_\_A homework activity practicing or applying the new skills related to the lesson objective is clearly described, or presents an opportunity for further learning.  |  |
| **Other Components** |
| **Resources / Materials**\_\_NI  | \_\_\_Resources and materials appropriate to the lesson objective were identified. | \_\_\_Appropriate resources and materials are identified, usage specified, and is supports the lesson objective. | \_\_\_A variety of resources and materials appropriate to the lesson objective and their use were identified. Their use supports students in acquiring information/skills across variety of modalities. |   |
| **Technology Integration**\_\_NI \_\_\_NA | \_\_\_Technology is identified for use during the lesson.  | \_\_\_Identified technology supports the lesson objective. | \_\_\_Identified technology supports the lesson objective and enhances personalized learning. |  |
| **Accom-modations**\_\_NI \_\_\_NN | \_\_\_Accommodations for learners with special needs are mentioned. | \_\_\_Accommodations for learners with special needs are both related to the lesson objective and support student learning.  | \_\_\_Accommodations for learners with special needs related to the lesson objective are identified and support student learning without impacting the intended level of skills in the standard. |  |
| **Modifications (Accelerated)**\_\_NI\_\_\_NN | \_\_\_Modifications supporting accelerated learning are mentioned. | \_\_\_Modifications to accelerate student learning related to the lesson objective are identified. | \_\_\_Modifications to accelerate student learning related to the lesson objective are identified and appropriate to the needs of students needing acceleration.  |  |
| **Modifications (Pre-requisite)**\_\_NI\_\_\_NN | \_\_\_Modifications related to supporting pre-learning are mentioned. | \_\_\_Modifications related to pre-learning or alternative accommodations are identified and support student learning. | \_\_\_Modifications related to the lesson objective are identified and support students learning modified or pre-requisite skills related to the standard. |  |
| **Basic Strategies to increase learning outcomes**\_\_NI | \_\_\_A specific “Big 3” strategy to increase learning outcomes is mentioned.“The Big 3” (see below)\_\_active student responding \_\_learning pictures \_\_learning technology  | \_\_\_At least one specific “Big 3” strategy to increase learning outcomes during the lesson is described.“The Big 3” (see below)\_\_active student responding\_\_learning pictures \_\_learning technology | \_\_\_The lesson includes a detailed, actionable description of a specific “Big 3” strategy designed to increase learning outcomes during the lesson, and is directly related to the lesson objective.“The Big 3” (see below)\_\_active student responding\_\_learning pictures \_\_learning technology  |  |

**Note: The “Big 3” Strategies to Increase Learning Outcomes are:**

* Active student responding (choral responding, response cards, guided notes)
* Learning pictures (student graphing of mastery)
* Technology to increase learning and engagement (**Kahoot**)

**Explanation of the Lesson Components**

**Learning Objective:** The learning objective specifies the learner, the behavior, and the conditions and criteria for determining when the objective has been mastered.

**Learner/Behavior**: Typically stated as “Student will be able to . . .” this indicates the knowledge or skill the students will demonstrate.

**Condition**: This section identifies under what conditions students will demonstrate their mastery of the lesson’s objective (for example, “On a worksheet with fraction problems,” or “In a 3- minute presentation to the class.”).

**Criteria (formative):** This section identifies the criteria for demonstration of mastery (for example, “On a worksheet with 20 fraction problems, the student will correctly answer 80%.” OR “In a 3-minute presentation to the class, the student will utilize all four components of an expository presentation.”).

**Instructional Modes**: The lesson should employ at least one mode (and often two or more). The description of each instructional mode should provide enough information to guide the teacher in conducting the lesson in the classroom and to explain to a colleague what the teacher is doing.

**Whole Class**: In whole-class instruction, the teacher begins the lesson with a behavior check to be sure all students are attentive and ready. The teacher then reviews the previous lesson and connects it to the current one. In creating the lesson, the teacher adds information to explain the main steps in whole-class instruction that follow the behavior check and review.

**Think**: Think activities stimulate student thinking and spark student interest in the topic by making connections to what students already know or think (examples include “hooks,” advance organizers, brief stories, etc.).

**Know**: The purpose of Know is to introduce new learning through teacher instruction interspersed with questioning while maintaining a lively pace.

**Show**: In Show, the teacher checks for student understanding to both gauge mastery and identify those students who may need other instructional modes (such as a teacher group) or lesson modifications. Teacher could use questioning, choral response, recitation, or other means for students to demonstrate understanding during Show.

**Teacher-Directed Group(s):** These activities usually focus on homogeneous groups of students based on a similar instructional need. These groups are fluid and formed as needed to directly teach, reteach, or reinforce pre-requisite skills by providing more instruction. The description includes the topic and activity instructions.

**Student-Directed Group(s)**: These are heterogeneous student group activities where students work together to practice or apply learning, often using cooperative learning techniques. The description should include instructions and the end goal or work product expected.

**Independent Practice**: These activities allow each student to apply or practice the newly acquired skills individually. The purpose of the independent practice is noted here as well as any needed student instructions, including how the work will be checked (self-check, peer-check, teacher-check).

**Homework**: The homework assignment should reinforce student learning from the lesson through practice and may provide opportunities for more learning; entry includes how the work will be checked (self-check, peer-check, teacher-check).

**Resources / Materials**: The resources and materials needed by students and also the teacher should be specified.

**Technology Integration**: Technology can enhance and personalize learning. The technology tools (hardware or software) used by the teacher or students, if any, should be listed along with each item’s purpose and use.

**Accommodations**: Accommodations help a student access the lesson without changing the content or skills being taught. The accommodations needed for English learners, students with disabilities, and students with IEPs should be specified.

**Modifications**: Modifications are changes to either content or skill to meet the needs of students for either accelerated learning or acquisition of pre-requisite skills in order to master the lesson objective.

 **Accelerated:** The modified content and assignments to accelerate learning and keep those students who have already demonstrated mastery of the learning objective engaged should be specified.
**Pre-requisite**: The modified content and assignments that support students who have not yet mastered the pre-requisite skills or content needed for the new lesson objective, assignments or homework to provide them the building block skill and knowledge development that will enable them to ultimately meet the objective should be specified.