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

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| **Lesson Author:** | Ms. Teacher |
| **Course:** | Math | **Unit:** | Addition/ Subtraction |
| **Lesson Title:** | Frames and Arrows Having Two Rules |  **Grade:** | 2 |

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| **Feedback Provided by:** | Allison Layland | **Date:** | 12/29/2016 |

**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:***Sufficient detail is included in this basic lesson to guide a teacher, or even a substitute, in providing this lesson. Logical steps from stimulating to teaching to checking understanding to practice and homework are included, as well as appropriate application of technology. Because we have not asked for estimates of time in each activity, it is uncertain whether this lesson spans time periods. However, there is plenty here, and it is logically assembled.***General Areas for Improvement:***The Accommodations and Modifications are not well described, especially the Accommodations. What is done differently for ELL students and students with IEPs, if anything? More specificity is needed on the modifications so they are clear. In addition, a Big 3 Strategy is not included in the lesson and each lesson should contain at least one at least one of the strategies.* |

**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** |
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| **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. | \_X\_\_A specific college and career ready standard appropriate for grade level or strand/domain is identified and is fully supported by the lesson objective. | *The lesson appropriately supports the selected standard for grade 2.* |
| **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). | \_X\_\_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). | *Lesson objective is well stated.* |
| **Instructional Modes:** |
| * **Whole Class:**

*Think*\_\_NI \_\_\_NA | \_\_\_A strategy is mentioned. | \_X\_\_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. | *The strategy may, in fact, connect to prior learning, but that isn’t clear in the design. This assumes that using the iPad is itself stimulating. Clearly state the connection to what students already know or think.*  |
| *Know*\_\_NI \_\_\_NA | \_\_\_The teaching content is mentioned. | \_\_\_The teaching content and steps to meet the objective are described. | \_X\_\_The teaching content and steps are clearly described and can be easily followed. | *Clear steps are described making it easy for others to implement the lesson.* |
| *Show*\_\_NI \_\_\_NA | \_\_\_A strategy to check for student understanding is mentioned. | \_\_X\_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. | *This looks like independent work rather than a task to check student understanding. What are the students doing to show they understood the concepts taught? How is the teacher collecting information on student responses so further teaching could be provided to students not understanding? For example, choral respond or response cards could be used to note student response to the last two frames problems.* |
| * **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.  | \_X\_\_An activity to explicitly teach key concepts related to lesson is appropriate, clearly described, and easy to follow. | *This looks like an appropriate teacher-directed practice in a small group.* |
| * **Student Group**

\_\_NI \_\_\_NA | \_\_\_A student-led activity is mentioned. | \_X\_\_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. | *This would be stronger if it included an explanation of how the students are grouped for this activity. Are the instructions included in the materials? If they are, indicate so. If they are not, instructions need to be provided.* |
| * **Independent**

\_\_NI \_\_\_NA | \_\_\_A student independent activity is mentioned. | \_X\_\_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. | *This appears to be an appropriate activity. Are the instructions included in the materials? If they are, indicate so. If they are not, instructions need to be provided. In addition, how will the work be checked - self-check using an answer key, peer-check, or handed into the teacher?* |
| * **Homework**

\_\_NI \_\_\_NA | \_\_\_A homework activity is mentioned. | \_X\_\_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.  | *This appears to be an appropriate activity. Are the instructions included in the materials? If they are, indicate so. If they are not, instructions need to be provided. In addition, how will the work be checked - self-check using an answer key, peer-check, or handed into the teacher?* |
| **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. | \_X\_\_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. |  *The lesson uses a variety of resources.* |
| **Technology Integration**\_\_NI \_\_\_NA | \_\_\_Technology is identified for use during the lesson.  | \_X\_\_Identified technology supports the lesson objective. | \_\_\_Identified technology supports the lesson objective and enhances personalized learning. | *iPads are used in beginning of lesson, however it is not clear how technology is used to enhance or personalize learning. The technology tools (hardware or software) used by the teacher or students, if any, should be listed along with its purpose and use.* |
| **Accom-modations**\_\_NI \_\_\_NN | \_X\_\_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. | *There are ten English Learners and three students with IEPs, however, specific accommodations are not stated. Can they access and participate in the lesson without accommodations? If not the specific accommodations for these students need to be described.* |
| **Modifications (Accelerated)**\_\_NI\_\_\_NN | \_\_\_Modifications supporting accelerated learning are mentioned. | \_X\_\_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.  | *This would be stronger it is explained how the activity is accelerating the lesson. For example, is a missing rule more complex than two rules? When are these used, in homework? In independent work?* |
| **Modifications (Pre-requisite)**\_\_NI\_\_\_NN | \_\_\_Modifications related to supporting pre-learning are mentioned. | \_X\_\_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. | *This, as written, appears to be an accommodation rather than a modification. Remember, modifications are changes to either content or skill to meet the needs of students who may need either accelerated learning or acquisition of pre-requisite skills in order to master the lesson objective; whereas an accommodation provides access to the lesson without changing the expected learning objective. Are there any building blocks that some students need to learn in before engaging in this lesson objective?* |
| **Basic Strategies to increase learning outcomes**\_X\_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  | *There is not at least one Big 3 Strategy included in this lesson, which is a requirement of basic lesson design. Perhaps one could be applied to the Show part of the whole class instructional mode.* |

**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, including 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.