

Critical Evaluation of Lesson Plans/Lessons Self-Assessment Guiding Questions

Teacher's Intentions:

- Are goals well defined and appropriate for these students?
- As you read through the plans, attempt to follow how the goals are taught/modeled and/or practiced?
- Are the goals aligned with daily activities, graded projects and daily evaluation tools?

Support for Students:

- Do activities seem likely to help student achieve the unit goals and daily objectives?
- Is there alignment between intentions and activities?
- What additional support activities can help students achieve these goals?
- (How) do assignments/activities build from one day to the next?
- Do lessons include a variety of activities, materials and teaching methods?
- What difficulties might students encounter, and is further support provided?
- Are differences among students addressed? (visual, oral, diversity, students with special needs, ESL).
- Do activities enable students to connect with the goals in personally meaningful ways?
- Does the plan allow students with time to rehearse the skills?

Evaluations:

- Do the evaluations provide for multiple pathways to document understanding?
- Do the evaluations provide student with formative and summative feedback?
- Do the evaluations provide you with formative and summative feedback?

Alignment:

Is the alignment among intentions, support for learning and assessment of students consistent (for example: activities and support are aligned with instruction, but assessment is inconsistent with activities or goals; student teacher intends to promote student interaction, but structure of activities limits student talk; student teacher intends for lesson/activity to promote students' critical thinking, but students are evaluated on how well they follow student teacher's directives)?

What is the role of talk as characterized in this lesson? For example, is "talk" a means for practicing speaking, a debate, answering teacher questions, practice in critical thinking, identification of critical elements, an opportunity for analyzing and synthesizing?

What is the role of writing as characterized in this lesson? For example, is writing used to brainstorm and generate ideas, answer teacher questions, practice critical thinking, reflect, to analyze and synthesize?

What are the connections made in this lesson?

- How and when are students' **personal connections** with materials involved (for example., prior to activity, in order to motivate, after summarizing the materials in order to help students connect learning to their experiences, during the activity in order for students to understand the ways in which the central concepts influence their everyday life)?
- How and when are **curricular connections** with materials involved (for example, prior to activity, to activate prior knowledge of a topic, after the activity to help students connect learning to other learning, during the activity to help students understand the ways in which the activity is connected to other content learning)?