

Illinois State University
 Realizing the Democratic Ideal
 UHS Lesson Plan Analysis/Feedback Form
 Student _____
 Cooperating Teacher _____
 Lesson # _____

Date _____
 Class _____
 Grade level _____

Critical Elements of Lesson/Instructional Planning in C&I 216/289.75

<p>Check those elements that have been successfully addressed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Topic <input type="checkbox"/> Lesson Description (3 sentences) <input type="checkbox"/> Lesson Rationale (2-3 sentences; why is this important to learn?) <input type="checkbox"/> Lesson Objectives (clear, precise, and behavioral) <input type="checkbox"/> Alignment of Lesson with Subject Matter ISBE and/or Nat. Standards <input type="checkbox"/> Content Outline (an outline of the content/skills/dispositions that will be learned) <input type="checkbox"/> A Brief Overview of how this lesson ties with/has connections to past and future lessons (drop-in units as well) <input type="checkbox"/> Learning Activities (how these are related to objectives) with a <u>Timeline or Time Targets</u> <input type="checkbox"/> Use of Content Area Literacy Strategies <input type="checkbox"/> Student Assessment Procedures/Tactics (not just graded assignments, quizzes, and tests) <input type="checkbox"/> Resources Needed (for students and instructor) <input type="checkbox"/> Use of Instructional Technology <input type="checkbox"/> Possible Accommodations for Students with Special Needs (addresses instructional accommodations for students with reading, auditory processing, physical handicaps, reading, LD, ADD/ADHD, ESL, gifted, and BD) <input type="checkbox"/> "Plan B" (What if you have too much or too little time to complete lesson, or technology doesn't operate as planned?) <input type="checkbox"/> References To Sources For Lesson Plan
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Dimensions of Instructional Lesson Planning:
The Lesson/Instructional Plan:

Performance*

	NA	US	S
Lesson Plan was typed, formatted well, well organized, concise, and clear			
Components of lesson plan fit well together to create a unified plan			
Learning outcomes/objectives were expressed in precise behavioral, performance oriented language			
Plan illustrates appropriate and significant content knowledge			
Instructional strategies meet the needs of ALL learners through multiple processes/representations			
A variety of student centered teaching/learning strategies are planned			
All the critical lesson/instructional plan elements have been addressed (see below for list of critical elements)			

*NA = Not Addressed, UD = Under Developed, S = Satisfactory