

Lesson Title(s)/Date(s): _____ Grade Level: _____
 Lesson Author(s): _____ Lesson Reviewer(s): _____

Lens 1: Standards, Content Alignment & Structure

FfT 1a: (HE) The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrated understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

FfT 1c: (HE) Outcomes represent high-level learning in the discipline. Outcomes reflect several different types of learning. Outcomes are written clearly and permit viable methods of assessment.

FfT 1e: (HE) The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high level cognitive activity.

FfT 1f: (HE) All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. The approach to using formative assessment is well designed.

QR 1.1a: (WD) Faculty ensure that curricula are aligned to CCLS and/or content standards.

QR 1.1b: (WD) Rigorous habits and higher order skills are emphasized in curricula and academic tasks.

QR 2.2a: (WD) Teachers use or create assessment, rubrics and grading policies that are aligned with the Common Core and offer a clear portrait of student mastery.

QR 2.2c: (WD) Teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

<i>Look Fors</i>	<i>Evidence</i>	<i>Recommendation</i>
CCLS (and Content Standards if applicable) are listed on Lesson Plan.		
Standards represent multiple strands (Listening, Speaking, Reading, Writing, Language and/or Content and Mathematical Practice) if applicable.		
The lesson objectives are aligned to the stated standard(s).		
Formative assessments are aligned to specific stated standard(s) and objective and are listed in the lesson plan.		
Connection is made between unit goals, essential questions, formative and/or summative assessments, real world applications and the objective(s) of the lesson. (Why are we learning this?)		
Assessment criteria for independent work is clear and focuses on quality not just quantity of work.		
Questions and/or tasks for students to transfer their knowledge of the objective to a different context or situation are evident in the lesson (DOK 3).		
The lesson plan follows a coherent sequence and reasonable time allocations are included where time is maximized for optimal student engagement.		

Lens 2: Knowledge of Students

FFT 1b: (HE) The teacher acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

FFT 1c: (HE) Outcomes are differentiated in whatever way is needed for individual students.

FFT 1d: (HE) The teacher's knowledge of resources for classroom use is extensive including those available through the school or district, in the community, through professional organizations or universities and on the internet.

FFT 1e: (HE) Instructional goals are appropriately differentiated for individual learners. Instructional groups are varied with some level of student choice.

FFT 1f: (HE) The assessment plan contains evidence of student contributions to its development. Assessment methodologies have been adapted for individual students. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

QR 1.1b: (WD) Rigorous habits and higher order skills are emphasized in the curriculum so that all learners including ELLs and SWD must demonstrate thinking.

QR 1.1c: (WD) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the highest and lowest achieving students, ELLs and SWD have access to the curricula and tasks and are cognitively engaged.

QR 1.2b: (WD) Teaching strategies strategically provide multiple entry points and high quality supports and/or extensions into the curricula so that all learners including ELLs and SWD are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work products.

<i>Look Fors</i>	<i>Evidence</i>	<i>Recommendation</i>
Data sources for groupings and the rationale for lesson (or lesson parts) is clear.		
There are multiple checks for understanding that incorporate all students during the class session. Students are aware of their performance.		
Learning tasks reflect elements of student choice and/or teacher designed differentiation.		
Materials used for lesson are varied by level, interest, and modality.		
Students have a model to refer to during independent work of the skill or content and/or know where to go and have those resources accessible.		
Students are asked to justify their thinking in their independent work and/or are asked to connect their work today to the overall purpose of the lesson.		
There is time planned in lesson for small group work or individual conferences either planned or based on students who struggled at first assessment point.		
Topics and/or tasks are connected to real world situations/problems and challenges.		