

Feedback provided by: _____

	Professional (100%)	Adequate (80%)	Needs Work (60%)	Total Points and
	Clear use of learner-centered teaching approach; engagement planned throughout lesson.	Some use of learner-centered teaching approach; engagement planned throughout most of lesson.	Minor use of learner-centered teaching approach - more teacher-centered; some engagement of learners.	
	Theme/Title stated; instructional objectives are clear, concise and measurable; engagement is aligned with objectives and assessment(s); assessment is planned & appropriate for instructional objectives.	Instructional objectives are clear, concise and measurable – may be too many or too few for allotted time; engagement is mostly aligned with objectives and assessment(s); assessment is planned.	Instructional objectives are unclear, not all are measurable –too many or too few for allotted time; engagement is somewhat aligned with objectives and assessment(s); assessment is inappropriate or missing.	
on	Lesson has clear overview or agenda; lesson follows a logical, interesting, relevant sequence that is easy for the learners to follow; lesson can be completed within time allotted.	Lesson follows a logical sequence that is fairly easy for the learners to follow; completion time is too short or too long for time allotted.	Lesson jumps around a lot and is not easy to follow although it is possible; completion time is too short or too long for the time allotted.	
	Lesson plan is annotated to thoroughly articulate instructional decisions that are well grounded in SoTL and/or other relevant experience.	Lesson plan is annotated to articulate instructional decisions that are somewhat grounded in SoTL and/or other relevant experience.	Lesson plan is not or cursorily annotated to articulate instructional decisions might be grounded in SoTL or other relevant experience.	