**Feedback for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Feedback provided by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Professional (100%)** | **Adequate (80%)** | **Needs Work (60%)** | **Total Points and Comments** |
| **Learner- centered Approach**  **(30 points)** | 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. |  |
| **Lesson Alignment**  **(30 points)** | 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. |  |
| **Organization**  **(20 points)** | 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. |  |
| **Rationale**  **(20 points)** | 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. |  |