

Curriculum Leadership Institute E-Hint

A System for Critiquing the Lesson Plan Resource

In districts using the CLI Model it is important that curricula prepared by subject area committees are thoroughly evaluated by the Curriculum Coordinating Council. Guidelines for conducting that evaluation are available in CLI training materials and past E-Hints.

Just as important is the need to critique instructional plans used by individual teachers, something that can be done by building administrators, mentors, or other colleagues. In the CLI Model a lesson plan resource serves as the basis for instructional plans, and connects classroom implementation with curricular intentions.

Although principals have often required submission of daily lesson plans for brief review and filing for use by substitutes, teachers have traditionally been accustomed to preparing and using their own instructional plans with little or no oversight from supervisors. Therefore, the critique process shown here is not meant to be something used by "supervisors" per se, but by professional educators in a position to initiate and maintain a helpful dialogue with the teacher who prepared the plan. The benefit from this task is to see that plans truly align with the curriculum, and that instruction is focused and deliberate. Often teachers can work as partners, critiquing each other's plans, which in turn helps them think through their own future plans more carefully.

The example provided here is used to evaluate each component of a unit outcome (the small-steps, or concepts and skills students must know and do in order to reach the unit's final result). It also includes an evaluation of the summative assessment, which shows a student can combine all components and demonstrate the unit outcome. In some districts, the summative assessments are prepared by the subject area committee (SAC), and thus have already been critiqued and validated. Whether or not the SAC prepares "common" summative assessments, each teacher usually must prepare his/her own during the first year a curriculum is implemented, and in some districts those are the only assessments used. In these cases, the critique process described here would be valuable.

The Likkert scale in this example makes use of point values, something you may or may not wish to incorporate. If point values are used, you might create a means for determining the value of the entire plan via point totals or averages. That is up to you, but whatever process you select should be uniform across the district or school.

Teacher:		School:	
Subject:		Grade:	
Critique prepared by:		Date:	

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Put an "X" in the cell of what you consider to be the appropriate response and indicate reasons in the space underneath.

Traits	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
The outcome and component are clearly identified at the beginning of the instructional plan, and format of the plan is easy to follow.				
The structure of the formative assessment process is adequate for determining whether or not students can perform what is stated in an outcome's component.				
Criteria for how well students must do on the formative assessment are appropriate and specific enough to inform teachers about student progress.				
The context used by the teacher to explain the relevance of the component to other elements of the academic program—or to practical use—is justifiable.				
Methods the teacher will use are appropriate for instruction of the component.				
Activities in which students will participate are aligned with the methods shown and will assure students are involved in the learning process.				
Resources shown are clearly appropriate for the component, and support methods and activities.				
Opportunities for differentiated instruction are provided and are reasonable techniques to help students master or expand upon intentions of the component.				
A summative assessment is attached to the lesson plan resource and is clearly aligned with the intentions of the high achievement unit outcome.				
Guidelines for administering the summative assessment are feasible and complete.				
Criteria for how well students must do on the summative assessment are clear, workable, and complete.				
Techniques for scoring the summative assessment are appropriate to the criteria being used; answer sheets or rubrics are attached to the lesson plan resource.				
This instructional plan meets all essential criteria established by the school district.				