



PROVIDENCE
COLLEGE

LESSON CRITIQUE FORM

TEACHER/CANDIDATE NAME:

SCHOOL:

SUBJECT/GRADE LEVEL:

DATE:

COOPERATING TEACHER:

PROVIDENCE COLLEGE
Criteria for a Secondary Education Lesson Plan

ELEMENTS:	DISTINGUISHED	PROFICIENT	EMERGING	UNACCEPTABLE
STANDARDS AND DEPTH OF KNOWLEDGE LEVELS RIBTS 5.1, 11.1, 11.4	<ul style="list-style-type: none"> • GSE references are accurate and clearly connected to lesson components • Appropriate RIBTS are referenced and clearly connected to lesson components • Content Standards are detailed and appropriate • DOK levels include critical thinking and are clearly connected to the instructional activities 	<ul style="list-style-type: none"> • Appropriate GSEs are indicated • Appropriate RIBTS are referenced and connected to lesson components • Content Standards are indicated where appropriate • Appropriate DOK levels are indicated and explained 	<ul style="list-style-type: none"> • References to GSEs are attempted but may be incomplete or inappropriate • RIBTS are referenced but may be inappropriate • Content Standards are referenced but may be incomplete or inappropriate • DOK levels are indicated but they may be inappropriate and/or not explained 	<ul style="list-style-type: none"> • No references to GSEs • No indication of RIBTS • Content standards are not referenced • No indication of DOK level
OBJECTIVES RIBTS 3.1-3.2	<ul style="list-style-type: none"> • Are consistently learner-centered, specific, and measurable; • Precisely reflect what students' should be able to do or know at the conclusion of the lesson. 	<ul style="list-style-type: none"> • Are learner-centered, specific, and measurable; • Reflect what students' should be able to do or know at the conclusion of the lesson. 	<ul style="list-style-type: none"> • Are somewhat learner-centered, specific, and measurable; • Somewhat reflect what students' should be able to do or know at the conclusion of the lesson. 	<ul style="list-style-type: none"> • Are not learner-centered, specific, and/or measurable; • Do not reflect what students' should be able to do or know at the conclusion of the lesson.
INSTRUCTIONAL PLANNING RIBTS 2.2, 5.1,5.5 8.1,8.4,9.2	<ul style="list-style-type: none"> • Instruction fully addresses the core skills (including oral and written communication), concepts and ideas of the discipline /content area • Lesson specifically requires students to develop higher level cognitive skills. • Lesson includes provocative key or essential question(s) which challenge(s) student learning • Lesson includes complete rationale/sequence of engaging strategies for scaffolded skill development • Lesson is clearly connected to an in-depth unit of instruction and curriculum 	<ul style="list-style-type: none"> • Instruction addresses the core skills (including oral and written communication), concepts and ideas of the discipline /content area • Lesson is designed to extend beyond factual recall and challenges students to develop higher level cognitive skills • Lesson includes key or essential question(s) which guide(s) the learning • Lesson includes rationale/ sequence for engaging strategies and skill development • Lesson is connected to curriculum 	<ul style="list-style-type: none"> • Instruction is partially connected to the core skills, concepts and ideas of the discipline/content area • Lesson emphasizes factual recall and insufficiently challenges students to develop higher level cognitive skills • A key or essential question is attempted but it may not sufficiently guide instruction • Lesson includes partial rationale/ sequence for strategies and skill development • Lesson is loosely connected to overall curriculum 	<ul style="list-style-type: none"> • No attempt to address core skills and concepts of the discipline • Lesson does not challenge students to develop higher level cognitive skills • No key or essential question is designated • Lesson provides no opportunity for strategy/ skill development • Lesson is not connected to curriculum

<p>PROVISION FOR INDIVIDUAL DIFFERENCES Providing for student differences Cultural connections RIBTS 3.2, 3.3, 4.1-4.4</p>	<ul style="list-style-type: none"> • Instruction demonstrates a keen awareness of diversity of learners and expertly connects to interests and experiences of students • Strategies, instruction, assessment and materials are clearly matched to grade& strengths/needs of learners • Instructional differentiation is varied and detailed • Clear, detailed accommodations are made for specific needs of students in the class 	<ul style="list-style-type: none"> • Instruction demonstrates an awareness of diversity of learners and attempts to connect to interests and experiences of students • Strategies, instruction, assessment, and materials are reasonably matched to grade, & strengths/needs of learners • Instructional differentiation is addressed • Appropriate accommodations are made for specific needs of students in the class. 	<ul style="list-style-type: none"> • Instruction attempts to demonstrate an awareness of diversity of learners but lacks specifics • Strategies, instruction, assessment and materials are inconsistently matched to grade and/or strengths/needs of learners • Instructional differentiation is insufficiently addressed • Limited appropriations are made for specific needs of students 	<ul style="list-style-type: none"> • Instruction does not demonstrate an awareness of learners • Strategies, instruction and assessment do not match to grade and/or strengths/needs of learners • Instructional differentiation is not addressed • No accommodations are made for specific needs of students
<p>ASSESSMENT RIBTS 9.2</p>	<ul style="list-style-type: none"> • There is a strong and consistent link between assessment and goals and between assessment and instruction • Performance- based assessments are well developed and rubrics are specifically aligned to appropriate RI Standards • Assessments are clearly and specifically aligned with instructional content 	<ul style="list-style-type: none"> • There is a link between assessment and goals and between assessment and instruction • Performance-based assessments include appropriate rubrics based on RI Standards • Assessments are aligned with instructional content 	<ul style="list-style-type: none"> • There is a minimal link between assessment and goals and between assessment and instruction • Performance –based assessments do not include standards based rubrics • Assessments are minimally aligned with instructional content 	<ul style="list-style-type: none"> • There is little or no link between assessment and goals and assessment and instruction • No performance based assessments are included • Assessments are not aligned with instructional content
<p>MATERIALS RIBTS 2.3, 2.4</p>	<ul style="list-style-type: none"> • Materials & resources (including technological resources) are well matched to selected strategies and instruction. Additional materials may also be developed/used to support & enhance instruction. 	<ul style="list-style-type: none"> • There is a reasonable match between materials & resources & strategy and instruction. 	<ul style="list-style-type: none"> • Materials and resources are inconsistently matched to strategies and instruction 	<ul style="list-style-type: none"> • Materials and resources are not matched to strategies and instruction

PROVIDENCE COLLEGE
Classroom Presentation Rubric

CRITERIA	DISTINGUISHED	PROFICIENT	EMERGING	UNACCEPTABLE
SUBJECT MATTER KNOWLEDGE RIBTS 1.2, 2.1, 2.2	<ul style="list-style-type: none"> • Consistently employs broad-based content knowledge to lead students to further learning; • Clearly demonstrates a deep content knowledge base and how the content knowledge is gathered, organized, and inter-related to other disciplines; • Adeptly designs and delivers instruction that helps all students meet/or exceed Rhode Island’s learning standards; 	<ul style="list-style-type: none"> • Employs broad-based content knowledge to lead students to further learning; • Demonstrates content knowledge and how the content knowledge is gathered, organized, and inter-related to other disciplines • Designs and delivers instruction that helps students to meet Rhode Island’s learning standards 	<ul style="list-style-type: none"> • Occasionally employs broad-based content knowledge to lead students to further learning • Demonstrates some content knowledge and inter-relatedness and organization of facts intermittently • Partially designs/delivers instruction connected to Rhode Island’s learning standards 	<ul style="list-style-type: none"> • Shows no evidence of employing content knowledge to lead students to further learning • Does not demonstrate content knowledge base nor interrelatedness and organization of facts • Makes no attempt to address RI’s learning standards
CRITICAL THINKING/ INSTRUCTIONAL STRATEGIES RIBTS 2.4, 2.5 5.1-5.5	<ul style="list-style-type: none"> • Engages students in a variety of explanations and multiple representations of concepts that help all students develop conceptual understanding • Poses questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. • Consistently engages students in activities that require them to generate knowledge, test, explore, solve problems, and struggle with ideas. • Skillfully redirects problems or questions to students and scaffolds learning. • Consistently incorporates appropriate strategies and technological resources to support student exploration 	<ul style="list-style-type: none"> • Engages students in explanations and representations of concepts that help all students develop conceptual understanding • Poses questions that encourage students to view, analyze, and interpret ideas • Engages students in activities that require them to generate knowledge, test, explore, solve problems, and struggle with ideas. • Redirects problems or questions to students and scaffolds learning. • Incorporates appropriate strategies and technological resources to support student exploration 	<ul style="list-style-type: none"> • Attempts to engage students in explanations and representations of concepts that help all students develop conceptual understanding, but is inconsistent • Sometimes poses questions that encourage students to view, analyze and interpret ideas • Occasionally engages students in activities that require them to generate knowledge or test explore, solve problems or struggle with ideas • Attempts to redirect problems or questions and scaffold learning but is not consistent and/or successful • Occasionally incorporates strategies and technological resources to support student learning 	<ul style="list-style-type: none"> • Does not engage students in explanations or representations of concepts that help all students to develop conceptual understanding • Does not pose questions that encourage students to view, analyze and interpret ideas • Does not engage students in activities that require them to generate knowledge or test, explore, solve problems and struggle with ideas • Does not redirect problems or questions to students and scaffold learning • Does not incorporate strategies and/or technological resources to support student exploration
PROFESSIONALISM/PRESENTATION RIBTS 11.1,11.2, 11.4, 11.5	<ul style="list-style-type: none"> • Always interacts with students in a professional manner that is fair and equitable • Consistently follows school policy and procedures, respecting the boundaries of professional responsibilities • Always dresses and acts professionally 	<ul style="list-style-type: none"> • Interacts with students in a professional manner that is fair and equitable • Follows school policy and procedures, respecting the boundaries of professional responsibilities • Dresses and acts professionally 	<ul style="list-style-type: none"> • Interacts with students in a fair and equitable manner most of the time • Follows school policy most of the time and usually respects the boundaries of professional responsibilities • Usually dresses and acts professionally 	<ul style="list-style-type: none"> • Does not interact with students in a professional manner that is fair and equitable • Does not follow school policy and procedures and/or does not respect the boundaries of professional responsibilities • Does not dress or act professionally

<p>CLASSROOM ORGANIZATION & MANAGEMENT</p> <p>RIBTS 6.1-6.6, 8.2</p>	<ul style="list-style-type: none"> Establishes excellent classroom routine that clearly defines and consistently maintains acceptable behavior/protocol; exhibits strong time management and structure; masterfully develops student initiative, collaboration, and responsibility for learning; creates an environment that consistently exhibits mutual respect and intellectual risk taking. Clearly communicates all goals, activities, assignments to learners using a variety of modes. 	<ul style="list-style-type: none"> Establishes classroom routine based on acceptable protocols and behavior exhibits time management and structure; encourages student initiative, collaboration, and responsibility for learning promotes a safe and secure environment that fosters mutual respect and intellectual risk taking. communicates goals, activities, assignments to learners 	<ul style="list-style-type: none"> Attempts to establish classroom routine and some control of the classroom; demonstrates limited time management skills and structure promotes limited student initiative, collaboration, and/or responsibility for learning; attempts to create some cooperation and mutual respect in classroom. Sporadically communicates goals, activities, assignments to learners 	<ul style="list-style-type: none"> Does not establish classroom routine or control; is lacking in time management skills and/or the ability to provide structure; does little or nothing to promote student initiative, collaboration, responsibility for learning does nothing to promote cooperation, and/or mutual respect. Does not communicate goals, activities, assignments to learners.
<p>CULTURAL AND INDIVIDUAL DIFFERENCES</p> <p>RIBTS 4.2, 4.4</p>	<ul style="list-style-type: none"> Executes a lesson that expertly accommodates diversity of learners and connects to cultural and learning differences of students Makes appropriate and detailed accommodations for specific needs of students 	<ul style="list-style-type: none"> Executes a lesson that accommodates diversity of learners and connects to cultural and learning differences of students. Makes appropriate accommodations for specific needs of students 	<ul style="list-style-type: none"> Attempts to execute a lesson that accommodates diversity of learners and connects to cultural and learning differences but is inconsistent or unsuccessful Attempts to make accommodations for specific needs of students but efforts are not always appropriate 	<ul style="list-style-type: none"> Does not execute a lesson that accommodates diversity of learners or connects to cultural and learning differences of students Does not make accommodations for specific needs of students

COMMENTARY

SUMMARY: _____

COMMENDATIONS: _____

RECOMMENDATIONS: _____

DISTINGUISHED PROFICIENT EMERGING UNACCEPTABLE
SIGNATURES (After Discussion)

SUPERVISOR: _____ **DATE:** _____

CANDIDATE: _____ **DATE:** _____

