FEI LESSON PLAN FEEDBACK FORM

Teacher:	Class:	Unit:
Lesson:	Date:	Observer:

	Observations, Questions, Suggestions
Lesson Preparation: ☐ The day's objectives promote higher order thinking/habits of mind (analysis, problem-solving, evaluation, creation, synthesis); ☐ Resources/materials allow for differentiation according to interest and skill; ☐ Learning strategies are explicitly identified/taught as the way to learn the new material. ☐ A number of higher-order questions will be explored during the lesson	

Launch (20% of the Lesson):
☐ Background Knowledge is built by:
  • Activating prior knowledge/experience?
  • Introducing new content/vocabulary
  • Explicitly teaching a learning strategy/habit of mind)?;
☐ A Model is presented that set students up for the investigation work they will undertake;
☐ The plan for the investigation session is communicated to students in at least 2 modes (spoken, written, visual).	

Investigate (60% of the Lesson): ☐ Tasks allow for differentiation and individualization, by students or the teacher; ☐ There are opportunities for students to investigate how to use new skills, content, and strategies / habits learned in the launch; ☐ There are opportunities for students to explain how they undertook the investigation; ☐ Students will interact with each other ☐ The investigation requires analysis, evaluation and synthesis. ☐ There is scaffolding so students can undertake the investigation independently. ☐ There is an opportunity to check for student understanding	
Synthesize (20% of the Lesson): ☐ The assessment is tightly linked to the day's objectives, as well as the learning strategy; ☐ The assessment is designed to help the teacher identify gaps in student learning, to support preparation for the next day; ☐ The assessment requires higher-order thinking; ☐ Students have an opportunity to describe how they used the learning strategies/habits of mind to learn what they learned; ☐ Students have an opportunity to reflect on the content of what they learned, bringing together the ideas into a coherent synthesis.	

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