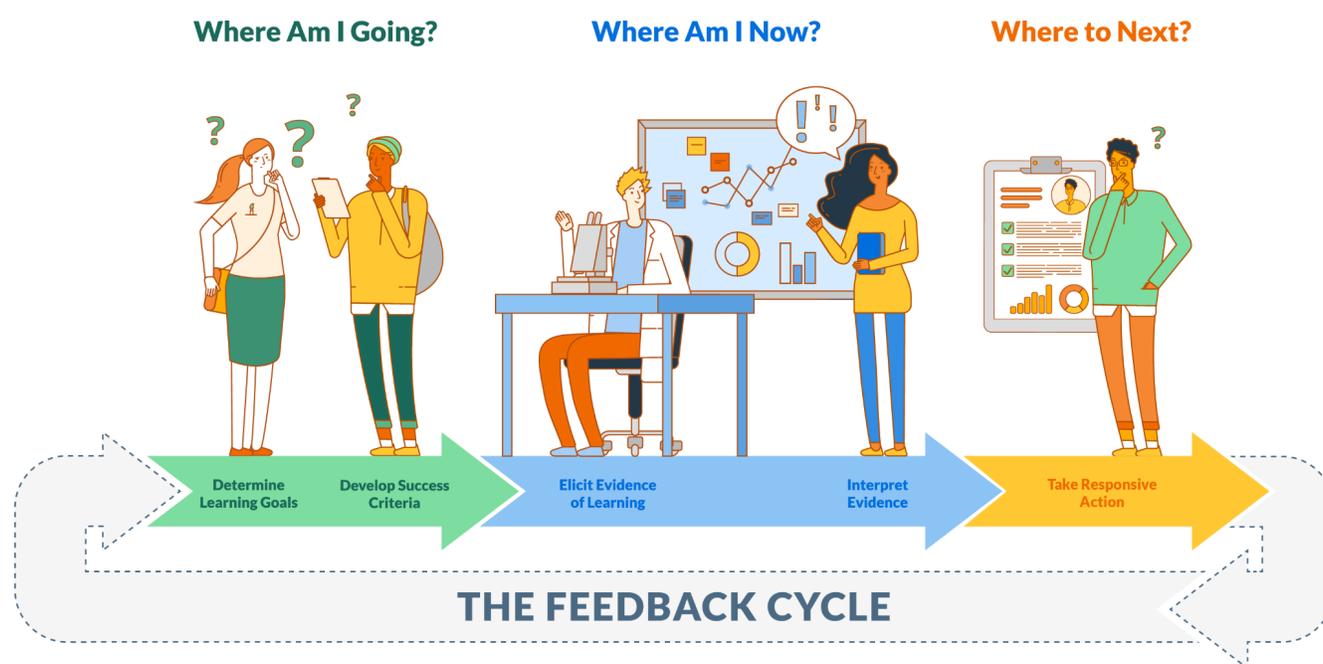


Feedback Focused Daily Lesson Plan Template



ACTIVE LEARNING
FOCUS

Planning and Design for Flexible Path and Pacing



ABOUT THIS TOPIC

Effective lesson planning begins with backwards design, whether you are planning a single project or an entire unit. **Planning for the entire feedback loop is just as important as planning individual activities or projects. Feedback for and as learning (formative feedback) is, in its own right, a learning experience.** The customizable [template](#) on the next page asks you to identify learning goals and success criteria, determine student activities, and build in formative feedback opportunities.

PLANNING TEMPLATE

Class period	Date and time frame	# of students	Unit

Component	Details/explanations
<p>Learning goals and skill goals (And how will you share them with students?)</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Success criteria (What will be your evidence of learning? How will you share the success criteria with students? Check off all that apply, and explain.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment for learning <input type="checkbox"/> Assessment as learning <input type="checkbox"/> Assessment of learning 	
<p>Student activities (Check off all that apply, and explain.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Warm-up <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input type="checkbox"/> Individual, self-paced work <input type="checkbox"/> Active learning strategies <input type="checkbox"/> Differentiation <input type="checkbox"/> Flexible pacing <input type="checkbox"/> Flipped classroom <input type="checkbox"/> Student choice <input type="checkbox"/> Closing/exit ticket <input type="checkbox"/> <i>Other (please explain)</i> 	<p>Daily agenda/notes:</p>

<p>Feedback opportunities (How will you involve students in the feedback cycle? For a list of strategies for each stage of the feedback cycle, review the chart at the end of this template.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self review/reflection <input type="checkbox"/> Peer feedback <input type="checkbox"/> Teacher feedback <input type="checkbox"/> <i>Other (please explain)</i> 	
<p>Teacher reflection and follow up (next steps)</p>	
<p>Materials or preparation needed</p>	
<p>Additional notes</p>	

STRATEGIES FOR EACH STAGE OF THE FEEDBACK CYCLE

Where am I going?	Where am I now?	Where to next?
<p>Learning goals and success criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> co-constructing success criteria and/or learning goals <input type="checkbox"/> unpacking standards <input type="checkbox"/> annotating the assignment <input type="checkbox"/> designing/reviewing rubrics <input type="checkbox"/> reviewing and posting exemplars or anchor charts 	<p><u>Assessment for/as learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> self review/reflection <input type="checkbox"/> peer feedback <input type="checkbox"/> questioning <input type="checkbox"/> entry/exit tickets <input type="checkbox"/> whole class feedback <input type="checkbox"/> microgrouping <input type="checkbox"/> and more 	<p><u>Assessment of learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> portfolio <input type="checkbox"/> performance <input type="checkbox"/> presentation <input type="checkbox"/> paper <input type="checkbox"/> project <input type="checkbox"/> unit test/quiz <p><u>Feed forward</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Marzano's self assessment rubric <input type="checkbox"/> goal/intention setting <input type="checkbox"/> individual conferences <input type="checkbox"/> revise/revisit/resubmit <input type="checkbox"/> self-assessment and receiving feedback to determine next steps

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