

# Feedback Focused Daily Lesson Plan Template



ACTIVE LEARNING  
FOCUS

Planning and Design for Flexible Path and Pacing



MAKE A COPY OF THIS DOCUMENT AND SAVE IT TO YOUR OWN DRIVE.



Opportunity Education

*Image adapted from Jones, Nelson, & Gerzon (2021)*

## 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<sup>1</sup> 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.

<sup>1</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).

## PLANNING TEMPLATE

Class period	Date and time frame	# of students	Unit

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

<p><b>Feedback opportunities</b> (How will you involve students in the feedback cycle?<sup>2</sup> For a list of strategies for each stage of the feedback cycle, review the <a href="#">chart</a> at the end of this template.)</p> <p><input type="checkbox"/> <a href="#">Self review/reflection</a></p> <p><input type="checkbox"/> <a href="#">Peer feedback</a></p> <p><input type="checkbox"/> Teacher feedback</p> <p><input type="checkbox"/> <i>Other (please explain)</i></p>	
<p><b>Teacher <a href="#">reflection</a> and follow up</b> (next steps)</p>	
<p><b>Materials or preparation needed</b></p>	
<p><b>Additional notes</b></p>	

<sup>2</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).

## STRATEGIES FOR EACH STAGE OF THE FEEDBACK CYCLE

Where am I going? <sup>3</sup>	Where am I now?	Where to next?
<p><b>Learning goals and success criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">co-constructing success criteria and/or learning goals</a></li> <li><input type="checkbox"/> unpacking standards</li> <li><input type="checkbox"/> annotating the assignment</li> <li><input type="checkbox"/> designing/reviewing rubrics</li> <li><input type="checkbox"/> reviewing and posting exemplars or anchor charts</li> </ul>	<p><b><u>Assessment for/as learning</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">self review/reflection</a></li> <li><input type="checkbox"/> <a href="#">peer feedback</a></li> <li><input type="checkbox"/> questioning</li> <li><input type="checkbox"/> entry/exit tickets</li> <li><input type="checkbox"/> whole class feedback</li> <li><input type="checkbox"/> <a href="#">microgrouping</a></li> <li><input type="checkbox"/> <a href="#">and more</a></li> </ul>	<p><b><u>Assessment of learning</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> portfolio</li> <li><input type="checkbox"/> performance</li> <li><input type="checkbox"/> presentation</li> <li><input type="checkbox"/> paper</li> <li><input type="checkbox"/> project</li> <li><input type="checkbox"/> unit test/quiz</li> </ul> <p><b><u>Feed forward</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Marzano's self assessment rubric</a></li> <li><input type="checkbox"/> goal/intention setting</li> <li><input type="checkbox"/> <a href="#">individual conferences</a></li> <li><input type="checkbox"/> revise/revisit/resubmit</li> <li><input type="checkbox"/> <a href="#">self-assessment and receiving feedback</a> to determine next steps</li> </ul>

Get more resources like this at [www.opportunityeducation.org/resources](http://www.opportunityeducation.org/resources)

<sup>3</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).