



West Windsor-Plainsboro Lesson Reflection Sheet

Lesson Reflection Sheet

The Lesson Reflection Sheet is designed to assist teachers in reflecting on their instruction. The questions provided are in no way required; they are meant to stimulate reflection. The reflection sheet is broken into two sections, encouraging reflection on the curriculum and the instruction separately.

| | |
|----------|--|
| Teacher: | |
| Course: | |
| Unit: | |

| <u>Curriculum</u> | | |
|---|---|--|
| <u>Standards</u> | | |
| • Are they appropriately placed within the unit/course? | • Which ones should be added/removed to the list? | • Does the progression of standards within the unit/course make sense? |
| <u>Essential Questions</u> | | |
| • Do the EQs clearly reflect the enduring understandings sought? • What questions could be added or deleted? | • Are there too many/few EQs for the unit/course? • Are the questions appropriate for the grade level? | • Could some serve better as lesson essential questions? |
| <u>Objectives</u> | | |
| • Do the objectives relate well to the EQs (Know and Do)? | • Are there too many/few objectives for the unit/course? | • Should any of the objectives be modified? How? |
| <u>Suggested Resources</u> | | |
| • Do the resources effectively support the EUs of the unit? | • Are there materials that would better support the EUs of the unit? | • Should any of the objectives be modified? moved? deleted? |
| <u>Timeline</u> | | |
| • Is the time allotted within a unit appropriate? | • How could the course be realigned to positively affect pacing? | • How can instruction be modified to align with pacing? |
| <u>Benchmark Assessments</u> | | |
| • Does the BA accurately measure the unit's EUs? | • How will BA data influence future teaching? | • What other assessment would be better suited for the unit? |

| <u>Instruction</u> | | |
|---|--|--|
| <u>Activity Map</u> | | |
| • How was the AM helpful to me in planning instruction? | • Are there activities that should be modified/added/deleted? | • Which activities helped my students accomplish unit objectives? |
| <u>Student Engagement</u> | | |
| • What percentage of instructional time were my students productively engaged? | • What percentage of instructional time was teacher-centered? whole group? student-centered? | • What instructional methods worked best to engage/motivate students? • Was I able to modify instructional plans while teaching to promote greater success for my students? |
| <u>Assessment</u> | | |
| • Were my assessments progressive, allowing for sufficient practice? • Did I vary my assessment to best measure student performance? | • Did students have the opportunity to peer/self evaluate? • Did students demonstrate mastery of objectives/ standards? | • Did I provide targeted feedback that assisted students to master unit objectives to standard? • What other assessment would be better suited for the unit? |
| <u>Planning</u> | | |
| • Given the chance to teach this lesson again, what would I do differently? | • What objectives do I need to spiral? • Was my planning for this unit effective? | How will student performance on my assessments influence my planning? |