

# Planning a Unit or Lesson: Self-Assessment

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Clear Learning Objectives</b>				
A clear road map is set for both you and the students. It informs you about what and how you are going to teach and informs students about what is expected of them.				
The learning objectives are clearly stated in terms of student learning rather than student activity or teacher behaviors.				
The learning objectives cover meaningful and appropriate content, skills, and dispositions.				
<b>Quality Assessments or Assignments</b>				
The lesson or unit is planned with the end in mind.				
The assessments or assignments are aligned with the goals and objectives.				
The assessments or assignments make strong connections to goals cross the curriculum.				
The assessments or assignments allow for multiple ways to demonstrate learning.				
<b>Logically Structured Lessons</b>				
The lessons are developed in sequence rather than in isolation.				
The sequence of lessons and learning activities allows for flexibility and adjustments when needed.				
The lessons build on students' prior learning.				
The sequence allows all aspects of the unit or lesson to be presented in order.				
The learning objectives, activities, and evaluation are aligned and coherent with one another.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Instructional Strategies</b>				
A variety of instructional strategies are selected to increase student engagement and maximize learning.				
There is a balance between practicing, drilling, lecturing, problem solving, and questioning.				
The learning objectives and the instructional strategies are aligned.				
<b>Timing</b>				
Proper pacing is anticipated and included in the timing for lesson delivery.				
The amount of time students spend engaged in the act of learning is maximized.				
Appropriate time is allocated for each segment of the unit or lesson.				
<b>Learning Differences</b>				
The variety of instructional strategies selected allows all students to have equal opportunities to learn and master the objectives.				
Student differences in learning are accounted for in the planning.				
The procedures have a differentiation component so that all students' needs can be met.				
<b>Age- and Content-Appropriate Plans</b>				
Ideas are modified and adapted to meet the developmental levels of all students.				
Authentic materials and activities are provided so students can develop the ability to interact with issues in their world that they find interesting and familiar.				