Teacher-Generated Distance Learning Lesson Evaluation

Lesson Title, Focus, and Materials

Element and Description	Yes	No
Title: Clearly identifies the focus of the lesson		

Focus:
 • College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and/or Foundation Skills Framework (FSF) identified
 • Lesson objective(s) stated and clearly identify what students should be able to do
  ○ Relate to targeted standards/FSF
 • Clear plan for assessing mastery of objective(s)
  ○ SMART objectives
  ○ Allows students to self-assess		

Materials:
 • Teacher materials clearly stated (e.g., texts include edition, page numbers, etc.)
 • Student materials
  ○ Appropriate for adults,
  ○ Appropriate for targeted levels,
  ○ Authentic and relate to current events as appropriate
  ○ Organized in student-friendly manner		

Instruction

*** 1 Satisfactory, 2 Well done, 3 Excellent*

Element and Description	Yes (1, 2, or 3)	No
Introduction: • Connections made to prior learning and real life scenarios • Objectives introduced using student-friendly language • Engaging for learners.	1 2 3	

Instructional delivery:
 • Written at an appropriate level for target audience
 • Engaging for learners
 • Instruction and student work align with the standard and objectives
 • Key vocabulary highlighted and referenced during instruction
 • Content specific items are addressed.
  ○ ELA: text-dependent questions
  ○ Math: two or more components of rigor addressed
  ○ ESL: receptive (listening/reading) and productive (writing/speaking) activities
	1
	 2
	 3	

Element and Description	Yes (1, 2, or 3)	No
Practice (guided/independent/application): • Demonstrates understanding of stated standards and objectives • Provides a sufficient amount of practice to support student mastery • Includes quality, meaningful tasks that target lesson objectives	1 2 3	

Evaluation and Closure:
• Provides opportunity to assess student mastery
    o Clear to teacher and student
    o Tied to objectives
    o Opportunity for student to reflect on learning
• Clearly identifies next steps and follow-up remediation available
	1
	2
	3	

Adaptability: • Accommodates diverse learners and learning styles	1 2 3	