

LESSON PLAN ANALYSIS WITH CONSIDERATION FOR S.T.A.R.T.S. - QUESTIONS

<p><b>S</b> STUDENTS</p>	<ul style="list-style-type: none"> <li>• How were the readiness levels or ability levels of students considered in designing this lesson?</li> </ul>
<p><b>T</b> TIME</p>	<ul style="list-style-type: none"> <li>• Has the teacher allotted the appropriate time to focus on the identified learning targets?</li> <li>• Has the teacher deconstructed the standard so it can be addressed in manageable intervals of time?</li> </ul>
<p><b>A</b> ASSESSMENT</p>	<ul style="list-style-type: none"> <li>• What will be the evidence to show student mastery of standards?</li> <li>• Are informal assessment strategies used periodically to check for student understanding?</li> </ul>
<p><b>R</b> RESOURCES</p>	<ul style="list-style-type: none"> <li>• Does the lesson provide access to a variety of materials which target different reading abilities?</li> <li>• Did the teacher incorporate technology for students to do any of the following?             <ul style="list-style-type: none"> <li>- Create audio, video, or multimedia presentations</li> <li>- Use internet resources for research</li> <li>- Use technology to collect data and solve problem</li> </ul> </li> </ul>
<p><b>T</b> TEACHING TECHNIQUES</p>	<ul style="list-style-type: none"> <li>• Does the lesson plan provide several learning options, or different paths to learning which help students absorb information and make sense of concepts and skills?</li> <li>• Are students given multiple ways to demonstrate what they know?</li> </ul>
<p><b>S</b> STANDARDS</p>	<ul style="list-style-type: none"> <li>• Are the standards effectively deconstructed into appropriate learning targets?</li> <li>• Is the student tasks directly related to the identified learning target?</li> </ul>