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| University of British Columbia  Technology Teacher Education - Peer Assessment and Feedback Template for Lessons | | |
| Presenter(s): |  | Assessor: |
| Date: |  |  |

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| Assessment Criteria | |
| * Demonstrated ability to inform and facilitate with a goal of technological literacy (behaviour, dispositions, feelings, knowledge, skills) in Applied Design, Skills and Technologies (ADST). | |
| * Information provided creates clarity or critical discussion, and makes a clear impact or affects attitude and knowledge clarification within the audience. | |
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| The Lesson Plan | Comments and basic rating (poor)1 ---5 --- 10(perfect) |
| **Subject:**  Was the lesson informative?  Did it have a clear focus?  Was it relevant to in regards to ADST curriculum? |  |
| **Organization / Clarity:**  Was it easy to follow?  Was there a clear introduction and conclusion? |  |
| **Usefulness:**  Does the lesson identify and **effectively** address ADST learning outcomes?  Does the lesson plan provide enough guidance and structure in order for another colleague/teacher to use it in their teaching? |  |
| **Media and Instructional Technologies**:  Did the presenter make effective use of presentation technologies?  Were overheads or board writing large enough to see? Were all media and technologies professional quality? |  |
| **Sensitivity to Audience**:  Did the presenter use proper/optimal classroom positioning and management techniques? |  |
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| The Learning Materials (handouts, videos, audio clips, slides, websites, etc.) | |
| **Usefulness/Appropriateness:**  Are the learning materials optimally designed to address the learning objectives of the lesson?  Are they engaging, purposeful, useful // multimodal? |  |
| **Quality and Aesthetics:**  Would you want to learn using these materials? Would you utilize them in your classroom?  Are the materials reflective of the professionalism and standards expected of teachers? |  |