



## PEER FEEDBACK FOR LESSON PLANNING

During your time in your teacher education program, you will have been introduced to various ways to write up lesson plans and teaching units. And as every student teacher is likely to be introduced to different principles and techniques for writing up lesson plans, there is something to learn from sharing lesson plans and from delivering and receiving targeted feedback. Below outlines a procedure for reading lesson plans and giving peer feedback.

**Step 1:** Read the full lesson plan without stopping to leave comments. Read the lesson plan as though you were going to deliver this lesson. Although you shouldn't stop to leave comments at this point, while reading you can quickly circle or underline sections that you notice are particularly strong or that you find complicated/unclear/awkward/at odds with the purported lesson objectives. You can address these sections in detail in Step 2.

**Step 2:** Re-read the lesson plan for detail and leave **actionable feedback**. Prioritize areas that are particularly strong or could use improvement.

**Actionable Feedback:** Feedback that provides information that can be acted on by the receiver. With this information, your peer should be able to imagine a "to do" list for when they adjust their lesson plan. Actionable feedback provides a recommendation for further action: "I don't like this part." (inactionable) vs. "If I were teaching this unit, I might add this in order to avoid that" (actionable)



## Actionable Feedback (cont'd):

- **Positive feedback** is actionable when you let your peer know both what you liked and WHY you liked it, or how you feel the section in question helps to realize the core objectives of the lesson plan. That way, your peer knows which parts to keep and even strengthen. "I really like the language you use to introduce this task. I particularly like how you've included questions to see if your learners have understood the most important parts of the task."
- **Constructive criticism** doesn't have to be negative or confrontational. Do keep in mind that there are a variety of ways to successfully deliver parts of a lesson and that your colleague may have a different, but still valid, approach. When being critical of a point in a lesson plan, give your colleague the benefit of the doubt: assume that your colleague has been vague ("Were you intending to do something like this here? I ask because ...") rather than suggesting they are at fault for missing something entirely which you find important ("Why are your instructions written in German here? Shouldn't these be in English?"). You might pose your concern as a question or request for further information that would be useful for you if you were to deliver this lesson: "If I were to use your lesson plan, I would be curious to know: Would you deliver these instructions in English or in German? Why so?"

**Step 3:** Edit your feedback. Consider: Is positive feedback balanced with more critical feedback? Have you addressed the core strengths and weaknesses of the lesson plan? Is all of your feedback actionable?

**Step 4:** You will also be receiving feedback on your own lesson plan! When reading through the feedback, prioritize the feedback that you think will most strengthen your lesson plan. It is okay to disagree with some feedback; just considering the feedback will help you to make more deliberate decisions as to whether and why you would make a change or keep things the same.



## Additional Tips:

- If you know someone will be reading your lesson plan, leave them a note indicating where you would most appreciate feedback: e.g. teacher talk; task design; realizing a particular competency.
- If more than one person is leaving feedback on the same lesson plan, for instance, through an online collaborative document, give feedback on someone else's feedback! Consider: Why do you agree or disagree with this feedback?