

The following information about your learning experience should follow this outline. Please address each of the eight categories. **This learning experience must be reviewed by peer(s) prior to submission.** This review may consist of conversation with a peer(s), supervisor(s), member(s) of the New York State Academy for Teaching and Learning, or participation in a formal peer review process.

TITLE OF LEARNING EXPERIENCE: _____

LEARNING CONTEXT

Describe the context by including:

1

- a brief statement of the purpose, objective, or focus of the learning experience;
- the entire wording of the learning standard(s) and the specific performance indicator(s) being assessed;
- a description of how the learning experience addresses an existing New York State core curriculum; and
- a discussion of what students need to know and/or be able to do to succeed with this learning experience.

ASSESSMENT PLAN

Describe the:

2

- levels of student performance (e.g., developing, proficient, distinguished);
- strategies or techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g., observation, group discussions, journal writing);
- tools used to document student progress (e.g., scoring guides, rating scales, checklists, teacher-made tests, observation forms). *Please submit blank copies of these tools; and*
- manner in which students are involved in developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work.

STUDENT WORK

Student work may be submitted on videocassette, audiocassette, or diskette. Each format must be clearly labeled with teacher's name and title of learning experience. When submitting diskettes, add to the label the format used (Windows or Macintosh) and the name of the software program. Please do not send student work projects that cannot fit in an envelope. Photographs, including digitals, are acceptable for this type of student work. Send three or four samples of graded student work which is legible and which demonstrate a range of student performance (e.g., developing, proficient, distinguished). Include:

3

- for each student, a completed set of all assessment tools described in the assessment plan (e.g., rubric, checklist, narrative comments);
- the teacher-assigned grade/points/score/level; and
- for each sample of student work, a statement of the basis for your "grade(s)" by citing evidence from the student work.

PROCEDURE

Describe, in a sequential manner, the actions that take place during this learning experience, including:

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- what teacher(s) does;
- what students do individually and/or in groups; and
- how technology (when used) enhances learning and helps to assess student performance.

RESOURCES

Please note unique resources (human or material) needed to successfully complete this experience, including the titles of texts, reference books, and software; website addresses; etc.:

5

- for the student, and
- for the teacher.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Describe the procedures used to accommodate the range of abilities in your classroom. Include:

6

- instructional modifications made; and
- physical modifications of the classroom setting.

TIME REQUIRED

For each aspect of the learning experience, state the amount of time for:

7

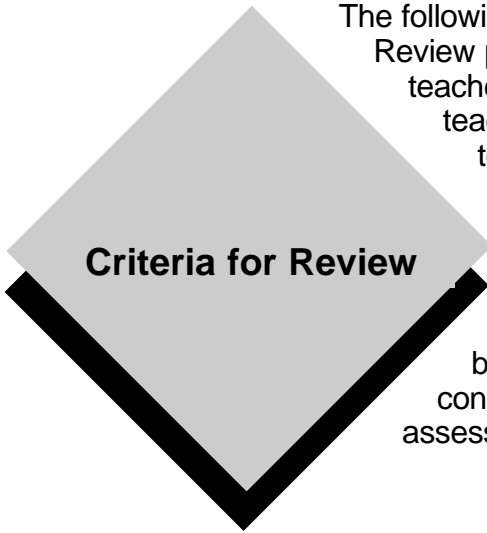
- planning;
- implementation (note the length of your class period, when appropriate, and the number of days it takes to implement the experience); and
- assessment.

REFLECTION

Please offer personal comments on the learning experience, including:

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- why this lesson was developed for the specific learning standard(s), performance indicator(s), and core curriculum;
- what you learned from implementing this lesson;
- how the lesson was reviewed by peer(s) prior to submission and what you learned from the review;
- how it reflects current scholarship in your field and “best” classroom practice;
- how the lesson prepares students for life outside of school; and
- a quote from a student, parent, or educator (optional).



The following set of criteria has been designed to guide the Statewide Peer Review process. The criteria serve a dual purpose. In the same way that teachers give students criteria for performance at the outset of an activity, teachers need criteria to guide their work. Secondly, the criteria are key to the learning experience review process. The criteria provide the reviewer with a focus for commenting on the teacher's presentation, including samples of student work, and providing "warm" and "cool" comments based on specific evidence in the student work. The Criteria for Review Reporting Form is used to record comments/evidence to be shared with the teacher. These evidence-based comments will help to strengthen classroom practice by making connections to the New York State learning standards, core curriculum, assessment plan, and student work.

RELATION TO LEARNING STANDARDS

This learning experience lists specific NYS learning standards, lists performance indicators for each standard, and links to an existing NYS core curriculum. It requires students to demonstrate the use of ideas, perspectives, tools, skills, and/or methods that are central to the learning standard.

INTELLECTUAL CHALLENGE

The learning experience requires students to grow intellectually, moving beyond rote application, building on prior learning and skills, connecting with real-world contexts wherever possible, and using a variety of talents, skills, and strategies.

ASSESSMENT PLAN

The assessment plan provides a description of the assessment tools and the techniques and/or strategies to measure student performance relative to each performance indicator. It clearly defines the various levels (e.g., developing, proficient, distinguished) of student performance in order for students to understand what is expected of them. It incorporates elements of good assessment: clear criteria to guide work, feedback on work in progress, and reflection on work completed. The assessment plan is illustrated by a range of evaluated work at different levels of achievement (developing, proficient, and distinguished).

ENGAGEMENT

The learning experience motivates students to become intellectually, emotionally, and/or physically involved in ways that result in higher achievement.

ADAPTABILITY

The learning experience is adaptable to the range of student abilities in your classrooms.

TECHNOLOGY INTEGRATION

Instructional technology, when appropriate, is used to enhance instruction. It assists students in achieving the learning standard(s) addressed in the assessment plan.

Permission to Use Student Work

SAMPLE

DO NOT SEND TO

NEW YORK STATE EDUCATION DEPARTMENT

Dear Parent or Guardian:

The State Education Department is developing and maintaining an Internet website supporting the learning standards approved by the Board of Regents for all students.

The website includes a collection of instructional practices which promote student attainment of the learning standards.

Your child's teacher has designed a learning activity that is geared toward these higher standards. This lesson, along with samples of student work related to the lesson, is being submitted to the State Education Department for possible publication on the State's website.

We ask that you complete and sign the form below to allow the State Education Department to use your child's work, should it be selected, for purposes of teacher training and public education. The work would appear without the student's name or other identifying information. Please return the form to your child's teacher.

Thank you for your assistance in this important project.

Date:

I give permission to the State Education Department to use the work of (student's name) _____ with educators and the public for the purposes of teacher training and public education, with the understanding that the student's name or other identifiable information will not be disclosed.

Signature: _____

Relationship to student: _____