LESSON PLAN ASSESSMENT

School: _____ Evaluator`s name:_____

Role: Plan Developer / Teacher Implementer

Date:_____

Scale: 2-fully achieved/ 1-need some development/ 0-not defined /not observed		**2**	**1**	**0**
STEAM scenario/topic	Related to the authentic real-world contexts			
	Targeted on one or more dimensions of sustainability in future-oriented solution: ecological, social, cultural and economic			
	Integrate learning content from at least two subject's perspectives			
	Constructive feedback /self-reflection:			
Learning outcomes	Clearly defined and measurable outcomes of learning covering various aspects (knowledge, skills, attitudes)			
	Address higher-order thinking skills (e.g., creative thinking, analytical thinking, critical thinking)			
	Constructive feedback /self-reflection:			
Pedagogical approach	Use at least one of the constructive pedagogies, that promotes in-depth learning (e.g. problem-/project-/design-/inquiry-based learning)			
	Provide activities that are open-ended require higher-order thinking (e.g. creative, analytical, critical thinking)			
	Provide a guidance on overview of the topic, discussions with children and exploration on subject-matter knowledge			
	Provides a diverse, age-appropriate activities that encourage children's active involvement, cooperation skills and mutual respect			

	Promote cooperation with various stakeholders (parents, community representatives, industry experts, business leaders etc.)			
	Provides an inclusive environment: support for children with diverse needs, equal participation opportunities etc.			
	Provide a clear instruction about the steps of implementing the learning activity and the resources required			
	Sufficient time is allocated for the implementation of activities			
	Constructive feedback /self-reflection:			
Assessment methods	Use a variety of assessment methods to evaluate the knowledge, skills and attitudes acquired			
	Use assessment to understand students' learning process and the degree of class participation			
	Use self-assessment and peer assessment methods (e.g., conversations, joint discussions), promoting reflective skills			
	Meets students' needs, abilities and interests			
	Constructive feedback /self-reflection:			
Learning environment	Aligned with children's interests, developmental characteristics and chosen STEAM activities, ensuring a safe, supportive and developmentally appropriate learning process			
	Purposefully selected and used diverse learning resources appropriate to the age group (e.g. natural materials, digital tools)			
	Constructive feedback /self-reflection:			

The table is filled in by Teacher/Implementer, not Developer

Professional and personal benefits	Knowledge has been gained about new or alternative teaching methods			
	Knowledge in the subject area of study has been improved			
	Ideas have been gained for further work in implementing the STEAM approach in lessons.			
	I have strengthened or expanded my professional network or established new contacts with external collaboration partners.			
	The implementation of the plan has promoted collaboration with colleagues and interdisciplinary planning.			
	Constructive feedback /self-reflection:			