

Pre-Observation Planning and Lesson Reflection Form

Teacher Name _____

Directions to Teachers:

Complete the **left side of this form (as a guide) prior to the lesson** to be observed. Note that the questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation. You may also choose to attach lesson or unit plans. Provide your evaluator with a copy of this form to be used for discussion during the pre-observation conference and for reference during the classroom observation.

Complete the **right side of this form following the lesson** that was observed. Use this form to reflect on the lesson, and take a copy to your evaluator to be used for discussion during the post-observation conference.

	Lesson – 4.a.1	Reflection – 4.a.3
PLAN	GOALS (Standard 4: Instruction) <ul style="list-style-type: none"> What is the focus for the lesson? What content will students know and understand? What skills will students demonstrate? What standards are addressed in the planned instruction? Why is this learning important? 	
	ASSESSMENT DATA (Standard 3: Assessment) <ul style="list-style-type: none"> What assessment data was examined to inform this lesson planning? What does pre-assessment data indicate about student learning needs? 	
	PRIOR CONTENT KNOWLEDGE/ SEQUENCE (Standard 1: Students / Standard 2: Content / Standard 4: Instruction) <ul style="list-style-type: none"> What prior knowledge do students need? What are the connections to previous and future learning? How does the lesson connect to student's real life experiences and/or possible careers? How does it connect to other disciplines? 	

	Lesson – 4.a.1	Reflection – 4.a.3

Pre-Observation Planning and Lesson Reflection Form (page 2)

	Lesson – 4.a.1	Reflection – 4.a.3
PLAN	<u>KNOWLEDGE OF STUDENTS</u> (Standard 1: Students) <ul style="list-style-type: none"> • What should the evaluator know about the student population? • How is this a developmentally appropriate learning activity? 	
TEACH	<u>LESSON DELIVERY</u> (Standard 2: Content / Standard 4: Instruction) <ul style="list-style-type: none"> • How will the goals for learning be communicated to students? • What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? • What strategies will be used to make sure all students achieve lesson goals? • How will content-specific concepts, assumptions, and skill be taught? 	

	<u>DIFFERENTIATION</u> (Standard 1: Students / Standard 4: Instruction) <ul style="list-style-type: none"> • How will the instructional strategies address all students' learning needs? • How will the lesson engage and challenge students of all levels? • How will developmental goals be addressed? 	
--	--	--

Pre-Observation Planning and Lesson Reflection Form (page 3)

	Lesson – 4.a.1	Reflection – 4.a.3
TEACH	<u>RESOURCES</u> (Standard 2: Content / Standard 4: Instruction) <ul style="list-style-type: none"> • What resources/materials will be used in instruction? • How will technology be integrated into the lesson delivery? 	
	<u>CLASSROOM ENVIRONMENT</u> (Standard 1: Students / Standard 5: Learning Environment) <ul style="list-style-type: none"> • How will the environment support all students? • How will different grouping strategies be used? • How will safety in the classroom be ensured? • How will respect for all be modeled and taught? 	

ASSESS	<u>ASSESSMENT OF STUDENT LEARNING</u> (Standard 3: Assessment) <ul style="list-style-type: none"> • How will you check for understanding during the lesson • What specific products or demonstrations will assess student learning / achievement of goals for instruction? • How will you ensure that students understand how they are doing and support students self assessment? • How will you use assessment data to inform your next steps? 	
	PROFESSIONAL RESPONSIBILITIES	<u>COLLABORATION AND COMMUNICATION (STANDARD 6)</u> <ul style="list-style-type: none"> • How do you cooperate with colleagues • How do you work with others when there is a problem? • What is your communication style with students? With families? With colleagues? • In what ways do you seek the perspectives of others? Give an example.
<u>PROFESSIONAL RESPONSIBILITY AND GROWTH (STANDARD 7)</u> <ul style="list-style-type: none"> • How do you apply knowledge gained from other experiences into your teaching? Discuss ways you reflect and analyze your teaching. • What are some ways you further your own professional growth? 		

Pre-Conference Initials: Teacher Evaluator Date & Time of Pre-Conference:

Post-Conference Initials: Teacher Evaluator Date & Time of Post-Conference: