Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject/Period or Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| SCALE | **+** | ▲ | N/O for no opportunity |

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| --- | --- |
| PLANNING & ASSESSMENT | NOTES |
| Standards, Learning Targets |  |
| Measurable outcomes aligned to standards |  |
| Content & Academic Language |  |
| Accommodate student needs (Language, IEP, 504, etc.) & differentiated instruction |  |
| Daily and long-range lessons congruent with components |  |
| INSTRUCTION | NOTES |
| Materials prepared and organized |  |
| Connects to prior knowledge & background |  |
| Learning Targets communicated & connected |  |
| Criteria for student success |  |
| Student engagement & equitable opportunities for participation |  |
| Questioning strategies, higher order & wait time |  |
| Clear & concise directions (checking student understanding; multiple modalities) |  |
| Modeling, gradual release, GLAD |  |
| Integration of technology to support student learning (visual, oral) |  |
| Monitoring & adjusting throughout lesson based on student progress |  |
| Closure aligned to learning targets; evidence of student voice |  |
| Academic language |  |
| Communicates/demonstrates enthusiasm |  |
| CLASSROOM ENVIRONMENT | NOTES |
| Rapport, respect (T ⭤ S) & (S ⭤ T) |  |
| Management plan, transitions, pacing, time management |  |
| Communicates behavior expectations, follows through, consistency, fairness |  |
| Promotes & models respectful environment |  |

**Goal Setting**: