**Observation Standards**

|  |  |
| --- | --- |
| **PLANNING** | * Designs learning experiences that meet students’ needs and interests. * Formulates objectives and outcomes based on SSS. Accommodates the diversity of the class in the lesson plans. * Uses multiple, appropriate resources. * States procedures clearly. * Organizes and submits all materials prior to lesson. |
| **INSTRUCTION** | * Begins on time. * Begins with review. * Presents lesson systematically. * Paces efficiently. * Gives clear direction. * Orients students effectively. * Provides practice (guided; independent) * Circulates, checks comprehension. * Reviews – midpoint and at the end. * Provides transition. |
| **SUBJECT MATTER** | * Understands and presents accurate content information that allows student learning. * Uses materials and technology in the subject area to facilitate learning activities. * Asks effective (high, low level) comprehension questions. * Responds or Expands with: Corrective Feedback * Specific Academic Praise * Effective Probes |
| **COMMUNICATION SKILLS** | * Interacts positively and effectively with students. * Enthusiastically challenges students. * Articulates in well - modulated speech. * Writes effectively using proper grammar, spelling, punctuation, and sentence structure. * Uses body behavior that shows interest. |
| **MANAGEMENT** | * Uses clearly defined, age-appropriate, and positive classroom management plan. * Maintains academic focus. * Demonstrates “with-it-ness”. * Stops misconduct while maintaining instructional momentum. |
| **ASSESSMENT** | * Planned learning experiences were informed by student readiness and performance data (Pre-Consultation) * Formative assessment strategies during lesson are used to modify instruction. * A variety of informal assessments were used * To determine students’ performance (pre + post) * Accurately assesses individual and group performance |