**Observation Standards**

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| **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.
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| **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.
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| **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
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| **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.
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| **MANAGEMENT**  | * Uses clearly defined, age-appropriate, and positive classroom management plan.
* Maintains academic focus.
* Demonstrates “with-it-ness”.
* Stops misconduct while maintaining instructional momentum.
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| **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
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