Edgewood Lesson Planning Evaluation

Student Teacher: _____ Date _____

+ indicates high quality, while ~indicates need for continued coaching and refinement.

~/+	
	1. <u>Observable learning targets</u> are stated (ex: students will state orally, draw, solve, contrast, evaluate in writing, question…)
	2. Instructional strategies provide <u>multiple supports for learning</u> (ex: modeling, visuals, audio, peer conversation, multi-language, role play, video, guided practice…)
	3. <u>Academic language</u> needed to show understanding is explained (ex: content specific & general academic vocabulary, logical structures, e.g. if/then, text structures…)
	4. Assessment indicates how teacher will <u>gather observable evidence</u> to determine need to further differentiation. (ex: make observation motes, check off on class checklist, gather individual work, collect exit slips)

_____ State adopted InTASC standards/State Common Core Standards are listed

_____ Observable learning targets are listed

_____ Prior knowledge needed for success was acknowledged

_____ Instructional strategies provide multiple supports for learning

_____ Academic language needed to show understanding is explicitly addressed

_____ Differentiated resources/activities were used

_____ Assessment provides observable evidence of student learning

_____ Informal and formal assessments that monitor student learning were planned for

Strengths:

Goals for next observation:

Observer : _____