



Lesson Observation Guidance

Before the Lesson:

Planning:

What is the essential question/objective/standard/purpose of the lesson?

What data did you use to develop this lesson? Explain.

How have you become knowledgeable about your students' background knowledge? How was it included in your lesson planning?

Instruction:

What teaching strategies will you use to teach this lesson?

How will you ensure all students' access to the curriculum?

What resources will you use during the lesson?

What are some ways you will engage students in their learning to make the lesson relevant to them?

How will you connect this lesson to students' previous learning to enhance their understanding?

Assessment:

What difficulties and/or misunderstandings might your students experience around key understandings of the lesson? How have you planned to address this?

How will you check for understanding? (informal/formal checks should be clearly planned prior to the lesson.)

How will you know if the lesson objective has been met?

How will students know if they have met the expectations?

How will you share their accomplishments with students? What data will be shared with students? In what format?

General Considerations:

Are there any special circumstances or situations that may affect student learning? Please explain. (This does not refer to number of students on IEPs/ 504s, or any ability rating.)

What would you like the observer/evaluator to focus on during the class visit?

Debriefing the lesson:

- The critical questions before the actual debrief:
 - What student learning did I see?
 - Does the teacher know what every student in the room knows about the subject?
 - What's the overall quality of the lesson?
 - What one or two things will vastly improve the lesson for students?

- Focus on the one or two most important points for feedback. That is, those practices that will most strengthen instruction and, thus, most improve student achievement.

- Keep the conversation focused on student learning!

- Begin with strengths:
 - In lessons that were effective allow the teacher to share his/her assessment of the lesson and points for improvement.
 - In lessons that were only moderately effective or ineffective begin the conversation with your assessment.
 - In both cases use specific examples from the lesson to make your points.

- Throughout the debrief ask the teacher questions regarding the instruction and the achievement of students.

- Move to areas for improvement
 - If you had to teach this lesson again what would you do differently?
 - Give examples of specific improvements.
 - Set a date certain when you will return to see some effort toward making improvements.