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| https://lh4.googleusercontent.com/3cNywKW9SSZhYusLS21M55YTHWxs9Oc-gvtddd3O-YcrsAkSiWMEqDKzAerb1uBH-O592hm5Hpxm2sEoxFM3wrEmLWt84G5n1-0UtRD2KLcHi3fG_LT4RxqzozexbCEoHvUWX7Ae | Observation Cycle |

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| **STEP teacher candidate:** \_  **Cooperating teacher:** \_  **Placement:** \_  **Observation #:** \_  **Date and time:** \_  **Class period and name:** \_ |

1. Lesson plan
2. Planning conference
3. Observation notes
4. Debrief
5. Reflection

## **1. LESSON PLAN**

**Lesson topic:** \_  **Lesson date:** \_

*(Lesson template suggestion below; if your CT/department/site uses another, adapt as necessary, but make sure it includes*

* *Relevant state-adopted, national, or other local standards used within your teaching context*
* *Learning objectives associated with the standards*
* *Formal and informal assessments*
* *Instructional and learning tasks*
* *Instructional resources and materials)*

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| **UNIT, CONTEXT, ESSENTIAL QUESTION** |
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| **RELEVANT STATE-ADOPTED, NATIONAL, OR OTHER LOCAL STANDARDS** |
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| **LEARNING OBJECTIVES**  Students should know/be able to... |
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| **INSTRUCTIONAL RESOURCES AND MATERIALS** |
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| **LESSON: INSTRUCTIONAL AND LEARNING TASKS** | | | |
| **Time** | **Students...** | **Teacher...** | **Formal and informal assessment** |
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*(add lines as necessary)*

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| **IDENTIFIED LANGUAGE DEMANDS** | **PLANNED LANGUAGE SUPPORTS** |
| Function: |  |
| Vocabulary: |  |
| Discourse or syntax: |  |

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| **ASSESSMENT (FORMATIVE AND SUMMATIVE)** |
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| **ACCOMMODATIONS AND MODIFICATIONS, SCAFFOLDING** |
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| **RELEVANT THEORIES** |
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(attach lesson materials: copy/paste a handout, or link/screenshot slides, etc.)

## **2. PLANNING CONFERENCE**

Date*:* \_

**Possible questions for discussion:**

* Is there an opening question/activity? How does it connect to students’ experiences and interests?
* Is timing clear and realistic? Are there clear transitions?
* Have you prepared models, manipulatives, visuals, and thought about how to manage them? What about physical space?
* What about instructional strategies or grouping structures?
* How will you know students learned the objective (sources of evidence)? Are there any opportunities for self-assessment? How will students know if they are successful?
* How will students make their thinking public? How will you ensure they are talking/listening respectfully?
* What do you predict students may find difficult or confusing, both in terms of content and language? How does your plan address these potential areas of confusion? How do you plan to assist the students?
* What students are you most concerned with? How might this observation help you think about them?
* What extensions or challenges might you provide for students who are ready for them?

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| **How might this observation support you?** |

## **3. OBSERVATION NOTES**

Date:

*Observation focus:*

* Standard 1: Engaging and supporting all students in learning
* Standard 2: Creating and maintaining effective environments
* Standard 3: Understanding and organizing subject matter
* Standard 4: Planning instruction and designing learning experiences
* Standard 5: Assessing student learning
* Standard 6: Developing as a professional educator

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| **Time** | **Observations** | **Comments** |
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|  |  | *(add lines as necessary)* |

## **4. DEBRIEF**

Date: \_

**Possible debrief questions:**

* How did the lesson go? What worked best?
* What surprised you about the lesson?
* Did the students reach the objectives you set? How do you know?
* What did the students find difficult/confusing? Were you able to address these areas of confusion?
* What instructional strategies worked? Which did not work as well?
* What about extension/differentiation, language demands, student behavior?

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| **Strengths and highlights:** |

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| **Next steps (instructional and/or candidate professional growth)** *What do the students need next? What would you do differently if you were to teach the lesson again? What goals for professional growth did the lesson prompt? How will you move forward with working on these goals?* |

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| **Questions/clarifications/dilemmas:** |

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| **Outcomes of and evidence for the identified focus:** |

## **5. TEACHER CANDIDATE REFLECTION**

Date: \_

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| *Within 48 hours of the debrief session, submit a written reflection of 2-3 pages that does not merely recap what happened during the lesson. The following questions may help you select a focus for the reflection:*   * *Choose a moment during the lesson that surprised or challenged you. What key issue(s) arose at that moment? What have you learned by reconsidering that moment after the fact?* * *If you were to implement the lesson again, what would you do differently, and what would you repeat? Why? What did you notice that would lead you to alter your approach next time?* * *What was an important decision or adjustment that you had to make during the lesson? What influenced your decision-making in the moment? Looking back on that moment, what were the advantages and drawbacks of what you decided to do?* * *What have you learned about your students during this lesson? What have you learned about yourself? What evidence of student learning can you identify, and how does that evidence influence what you will do next?* * *Discuss a specific fear or uncertainty that emerged for you during the lesson. What prompted it? How did it influence your teaching? What can you learn from it?* * *What connections can you find between what is happening in your classroom and what you are learning in your coursework? As you consider these connections, what questions have emerged as a result of this lesson? How do you answer those questions right now?* |