

# **NEW Pre-Observation Form**

**1.1 How did you demonstrate knowledge of child and adolescent development, including students' cognitive, language, social/emotional, and physical developmental levels?**

- Describes developmental characteristics of students
- Creates developmentally appropriate lessons

**1.2 How did you demonstrate current, research-based knowledge of learning and language acquisition theories and processes?**

- Uses strategies to support learning and language acquisition
- Uses current research

**1.3 How did you demonstrate knowledge of and responsiveness to diverse learning needs, interests, and experiences of all students?**

- Meets diverse learning needs of all students
- Plans for student strengths, interests, and experiences

**1.4 How do you acquire knowledge of individual students, families, guardians, and/or caregivers to enhance students' learning?**

- Communicates with parents, guardians, and/or caregivers

**1.5 How do you demonstrate knowledge of and responsiveness to the economic, social, cultural, linguistic, family and community factors that influence their students' learning?**

- Incorporates the knowledge of school community and environmental factors
- Incorporates multiple perspectives

**1.6 How do you demonstrate knowledge and understanding of technological and information literacy and how they affect student learning?**

- Understands technological literacy.

**2.1 How do you demonstrate knowledge of the content you teach, including relationships among central concepts, tools of inquiry, structures and current developments within disciplines?**

- Understands key concepts and themes in the discipline
- Understands key disciplinary language
- Uses current developments in pedagogy and content
- Understands learning standards

## **2.2 How do you connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts?**

- Incorporates diverse social and cultural perspectives
- Incorporates individual and collaborative critical thinking and problem solving
- Incorporates disciplinary and cross-disciplinary learning experiences

## **2.3 How do you use a broad range of instructional strategies to make subject matter accessible?**

- Designs instruction to meet diverse learning needs of students
- Designs learning experiences that connect to students' life experiences
- Designs self-directed learning experiences

## **2.4 How do you establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement?**

- Aligns learning standards
- Articulates learning objectives/goals with learning standards

## **2.5 How do you design relevant instruction that connects students' prior understanding and experiences to new knowledge?**

- Designs instruction using current levels of student understanding
- Designs learning experiences using prior knowledge

## **2.6 How do you evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals?**

- Organizes physical space
- Incorporates technology
- Organizes time
- Selects materials and resources

## **5.1 How do you design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth?**

- Uses assessments to establish learning goals and inform instruction
- Measures and records student achievement
- Aligns assessments to learning goals
- Implements accommodations and modifications

## **5.2 How do you analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction?**

- Analyzes assessment data
- Uses assessment data to set goals and provide feedback to students
- Engages students in self-assessment