PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT
PRE-OBSERVATION FORM

BACKGROUND INFORMATION

Teacher:	**Date of Pre-Observation Conference:**
Subject:	**Date & Time of Prospective Lesson:**

COMMON CORE LEARNING STANDARDS

Where applicable, please indicate the Common Core Learning Standards addressed in the prospective lesson by checking the appropriate box and identifying the specific standard using Common Core conventions of abbreviation (e.g. K.NBT.1, W.5.4, SL.5.1, 5.MD.2, W.HST.9-10.10, 6.SP.1, G-CO.12, etc.). Click on COMMON CORE LEARNING STANDARDS above to link to the Common Core.

Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K-5

READING

- ☐ **Reading Standards for Literature K-5:**
- ☐ **Reading Standards for Informational Text K-5:**
- ☐ **Reading Standards: Foundational Skills K-5:**

WRITING

- ☐ **Writing Standards K-5:**

SPEAKING AND LISTENING

- ☐ **Speaking and Listening Standards K-5:**

LANGUAGE

- ☐ **Language Standards K-5:**

Standards for English Language Arts 6-12

READING

- ☐ **Reading Standards for Literature 6-12:**
- ☐ **Reading Standards for Informational Text 6-12:**

WRITING

- ☐ **Writing Standards 6-12:**

SPEAKING AND LISTENING

- ☐ **Speaking and Listening Standards 6-12:**

LANGUAGE

- ☐ **Language Standards 6-12:**

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

READING

- ☐ **Reading Standards for Literacy in History/Social Studies 6-12:**
- ☐ **Reading Standards for Literacy in Science and Technical Subjects 6-12:**

WRITING

- ☐ **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12:**

Standards for Mathematical Content

- ☐ **Kindergarten:**
- ☐ **Grade 1:**
- ☐ **Grade 2:**
- ☐ **Grade 3:**
- ☐ **Grade 4:**
- ☐ **Grade 5:**
- ☐ **Grade 6:**
- ☐ **Grade 7:**
- ☐ **Grade 8:**
- ☐ **High School—Number and Quantity:**
- ☐ **High School—Algebra:**
- ☐ **High School—Functions:**
- ☐ **High School—Modeling:**
- ☐ **High School—Geometry:**
- ☐ **High School—Statistics and Probability:**

College and Career Readiness Anchor Standards

- ☐ **Reading:**
- ☐ **Writing:**
- ☐ **Speaking and Listening:**
- ☐ **Language:**

LESSON PLAN

1. Lesson Context/Pre-Teaching:

What have students recently studied that preceded and/or led into the prospective lesson?

2. Learning Objective:

What will students be able to do by the end of the prospective lesson? (NOT "what will students do during the prospective lesson?" Please state a specific, observable, and measurable objective.)

This lesson plan component corresponds directly to
Domain 1: Planning and Preparation—
Element 1C: Setting Instructional Outcomes

Students will be able to…

3. Instruction:

This lesson plan component corresponds directly to:

Domain 1: Planning and Preparation—

Element 1A: Demonstrating Knowledge of Content and Pedagogy

Element 1B: Demonstrating Knowledge of Students

Element 1D: Demonstrating Knowledge of Resources

Element 1E: Designing Coherent Instruction

Domain 2: The Classroom Environment—

Element 2E: Organizing Physical Space

Domain 3: Instruction—

Element 3C: Engaging Students in Learning

A. Motivation/Hook/Do Now Activity:

How will you open the lesson to motivate students and/or to activate prior knowledge?

B. Activities/Lesson Description:

What will students do during the lesson that will help them accomplish the learning objective?

C. Knowledge of Students/Differentiation:

How will students' levels of development, backgrounds, cultures, skills, language proficiency, interests, and special needs be addressed and accommodated in the lesson?

4. Assessment of Learning Objective/Closure:

How will you assess that students have attained the learning objective at the end of the lesson?

This lesson plan component corresponds to:

Domain 1: Planning and Preparation—

Element 1F: Designing Student Assessments

Domain 3: Instruction—

Element 3D: Using Assessment in Instruction

5. Extended Practice/Homework:

Will you ask students to extend their learning on this topic or to prepare for the next topic? If so, how?

6. Comments to the Observer:

What are the specific components of the lesson upon which you would like the observer to focus, if any?