**Pre-Observation Form**

The Pre-Observation Form provides the principal with information about the teacher’s lesson before the classroom observation takes place. This form is **completed** by the **teacher AFTER** the observation is scheduled **BUT BEFORE** the observation takes place**.** Once completed, the form is submitted in TalentEd to the principal so he/she can review and, if needed, schedule a pre-observation conference. The teacher can also upload in TalentEd any materials related to the lesson that he/she would like to share with the principal before the classroom observation.

Grade Level/Subject(s): ***\****



Name of Observer:  ***\****



Lesson Topic/Content:  ***\****



**Questions:**

1. How does this lesson relate to the College and Career Readiness Standards for, including the ELA Standards for Science, Social Studies, and Technical Subjects; technology literacy standards; Next Generation Science Standards, and other national standards as appropriate, and the Virgin Islands Curriculum Frameworks (Guides4Learning at <http://guides4learning.com/>)? *(Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)*

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1. How did analysis of classroom student data shape the content of this lesson? *(Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Objectives)*

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1. What are the learning outcomes for this lesson? What will the students learn and be able to demonstrate? *(Danielson Framework Component 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction)*

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1. How will the learning outcomes be measured? How will student learning be monitored duringthe lesson? *(Danielson Framework Component 1f: Designing Student Assessment)*

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1. How will students be engaged in the learning? Consider strategies for student participation, use of resources, and lesson design, e.g. individual, small and/or large group instruction. *(Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction)*

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1. Briefly describe the students participating in this lesson. Describe any unique or special needs. How will instruction be differentiated to meet the needs of these student? *(Danielson Framework Component 1b: Demonstrating Knowledge of Students, Component 1e: Designing Coherent Instruction)*

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