



THE TED WORKBOOK

NYSUT Lesson Plan Template and Talking Points...

Teacher name _____ Evaluator name P.Green

Date and period of observation: _____

Unit: _____

Lesson: _____

Student Learning Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.

Student/Class Profile Identify any accommodations in instruction to meet student learning needs.

Learning Outcomes Identify the important concepts and skills that students will be expected to learn.

Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.

Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.

1-What effort did you make to incorporate diverse social and cultural perspectives into the lesson? (II.2A)

2-How are you planning to incorporate individual and collaborative critical thinking and problem solving into the lesson? (II.2.B)

3-What time considerations were taken into account with your planning for this particular lesson? Identify ways in which you may adjust the lesson if formative assessments warrant modification. (II.6.A)

4-What curricular materials and resources have you selected to use? Why? How will this promote student success? (II.6.B)

5-In what manner have you communicated the purpose of the assessment, the criteria, and parameters for success to the students for this lesson? In what ways have you preparation and practice with the assessment formats? (V.5. A and B)

6-How do you work to accommodate and meet individual student needs? (V.5.C)

Educator: _____ Date of observation: _____

SSCS POST-OBSERVATION REFLECTION QUESTIONS

Please complete the following reflection questions prior to the post-observation conference.

1. As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?

2. How did you ensure that all students, especially students who are English-Language Learners (ELL) or students with disabilities (SWD), or are identified in lower achievement groups, were engaged in the lesson?

3. Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning?

4. Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?

5. If you taught this lesson again to the same group of students, would you do anything differently?

6. Are there other thoughts or evidence related to the lesson that you would like to share?