

Teacher 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 administrator so he/she can review and, if needed, schedule a pre-observation conference. NOTE: The pre-observation conference is required for all probationary teachers.

The teacher can also upload, inTalentEd, 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, including the Next Generation Science Standards and other national and USVI standards, as appropriate, and other curriculum documents (e.g., Guides4Learning at <http://guides4learning.com/>)? (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction*)

2. 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*)

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

5. 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*)

6. 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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Attachment #2

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