Formal Observation

POP Cycle Checklist

Prior to Pre-Conference

- ☐ Schedule observation by consulting your mentor teacher and site coordinator
- ☐ Schedule pre-conference with your site coordinator
- ☐ Schedule the post-conference with your site coordinator
- ☐ Notify your mentor teacher of your scheduled observation, pre- and post-conference times
- ☐ Provide your site coordinator with your lesson 24-48 hours prior to the pre-conference

Pre-Conference

- ☐ Be prepared to discuss:
  - The standard being addressed in the lesson
  - Explain the scope & sequence of the standard being addressed in the lesson with attention to the content and skills being taught:
    - What was taught before the lesson being observed?
    - What will be taught after the lesson being observed? Expected outcomes?
    - Was this standard addressed in prior grade levels? What is the difference in rigor?
    - Is this standard addressed in future grade levels? What is the difference in rigor?
  - Explain the objective and sub-objectives for the lesson:
    - Identify and explain the alignment of the objective's verb to that in the state standard
    - Explain what students will know, understand, and be able to do at the end of this lesson
    - Explain relevance to students' real-lives and/or the real world
    - Connections to prior learning
    - New content knowledge and skills (to include content-specific vocabulary)
  - Explain the assessment:
    - How the assessment is aligned to the standard and objective
    - How the assessment will be used to check for understanding throughout the lesson
    - How and why will you differentiate the assessment
  - Explain the Instruction
    - How the lesson sequence increases in complexity as the lesson progresses--scaffolding for ALL students
    - How specific instructional strategies will be utilized to teach the objective
    - How student cultural heritage and interests are incorporated into the lesson
    - How students will learn and have opportunities to use content-specific language in the lesson

Formal and Informal Observations

POP Cycle Checklist

Pre-Conference

- ☐ Bring your lesson plan and any relevant material to the pre-conference
- ☐ Identify areas you would like to receive feedback/reinforcement
- ☐ After the pre-conference, make any edits to your lesson that are needed

Observation

- ☐ Make sure all your materials are ready
- ☐ Identify a spot for your site coordinator to sit during the observation
- ☐ Collect the post-assessment/student work at the end of the lesson

Post-Conference

- ☐ Be prepared to discuss with your site coordinator:
  - ○ Identify their self-selected feedback/reinforcement area
  - ○ Justify the feedback/reinforcement selection with evidence
  - ○ □ Site coordinator uses T-TESS results to:
- ○ Introduce the teacher candidate's feedback/reinforcement area by:
  - ○ Explicitly naming the feedback/reinforcement area or
  - ○ Use questioning strategies to lead the teacher candidate to name their feedback/reinforcement
  - ○ Identify and share a minimum of three examples of evidence that justify the feedback/reinforcement area
- ○ Guide the teacher candidate in naming actionable next steps to sustain the feedback/reinforcement
- ○ Identify new reinforcement areas and provide actionable next-steps for improving performance and sustain performance
- ○ Offer teacher candidate the opportunity to pose any final questions or requests for support

After the Conference

- ☐ Complete next steps provided by your site coordinator in the post-conference