

### 1.3A: Differentiation

In what ways does your lesson plan vary or modify instruction to meet the diverse learning needs of the students in your class?

In what ways does your lesson plan use the strengths, interests and or experiences of the students in your class?

In what ways have you planned to allow students to suggest ways in which instruction might be modified to advance their own learning? (Highly Effective)

Notes:

### 2.4A Objectives aligned to Standards

In what ways do your lesson objectives align with the standards?

In what ways will students have different opportunities to achieve the learning goals?

In what ways will students be able to suggest additional opportunities to demonstrate that they have met the objectives? (Highly Effective)

Notes:

### 2.5A Misconceptions

In what ways have you planned for student misconceptions?

What prior knowledge has led you to plan for these misconceptions?

Notes:

### 5.3A Using Data for Planning

In what ways has prior assessment data been you used in the planning of this lesson? How will you support students to participate in the interpretation of data? (Highly Effective)

Notes:

#### The Purposes of this form for the teachers are:

1. The questions are based directly on the wording from the indicators therefore teachers should keep these ideas in my mind as they design their lessons so that they know the lesson meets the criteria.
2. Teachers should be prepared to speak to these questions during the pre-observation conference. During that time any evidence not captured in the lesson plan can be added through conversation with the administrator based on these questions.

#### The Purposes of this form for the administrators are:

1. Prompts conversations to discuss the lesson plan and give teachers an opportunity to give additional evidence not captured in the lesson plan.
2. Gives the administrator a document in which to take notes for the purpose of evidence during the pre-observation conference.