

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