### Planning and Preparation

1. **Pedagogical Content Knowledge:** To plan effectively, a teacher must understand the relationships among the content, the pedagogy, and the students’ learning styles.

2. **Knowledge of Content Standards:** A teacher must have knowledge of the assigned content in order to plan.

3. **Long/Short Term Planning:** A teacher’s planning must include both long-term and short-term goals.

4. **Constraints on Teaching and Learning:** Planning must take the context of the school and classroom into consideration.

5. **Criteria and Standards:** Lessons have to be based on standards.

6. **Feedback, Reflection and Use for Planning:** Efficient record keeping and assessment are essential to planning future lessons.

### Classroom Environment

7. **Teacher Interaction with Pupils:** There is a need for balance between teacher talk and student talk / teacher-initiated activities and student-centered exploration.

8. **Classroom Interaction:** There are strategies that teachers can use to create an environment that is positive, mutually respectful, and conducive to learning.

9. **Functioning of Learning Groups:** Learning groups are important, and there are different strategies for making them effective.

10. **Transitions:** Time management and routines are important in transitioning within and between lessons.

11. **Materials and Supplies:** Routines are required for the efficient distribution of materials.

12. **Mutual Expectations:** It is important to establish clear expectations for student behavior in the classroom.

13. **Awareness of Pupil Behavior:** Teachers need to employ strategies for monitoring student behavior.

### Instruction

14. **Lesson Structure and Time Management:** Lessons need a clearly defined structure and proper pacing.

15. **Clarity of Goals:** Student awareness of teacher goals and expectations is important.

16. **Knowledge of Students--Pupils’ Skills, Knowledge, Interests, Learning Styles Instructional Needs:** Students differ in their skills, prior knowledge, interests, learning styles, and instructional needs.

17. **Teacher/Pupil Communications:** Teachers’ spoken language and written language serve as models for students in the classroom.

18. **Discussion Style:** Teachers play an important role in determining the quality of classroom discussion.

### Professional Responsibilities

19. **Relationships with Adults—Supervisors, Cooperating Teachers, Teachers, School Staff and Parents/Guardians:** Teachers must establish and maintain a variety of adult relationships.

20. **Cultural Context of School and Community:** The communities that schools serve matter in teaching and learning.

21. **Ability to Reflect:** Effective teachers reflect on their teaching in order to improve future planning.

---


Summer 2011
Planning & Preparation

- What do I notice about how the curriculum and/or lessons have been organized to support student understanding of subject matter? (1)

- How have I seen the teacher demonstrate knowledge of subject matter/content standards? (2)

- In what ways does the teacher use assessment results to guide instruction? (6)

Classroom Environment

- What am I learning about how a climate of fairness and respect is fostered by the teacher? (8)

- In what way does the teacher promote social development, responsibility, and collaborative learning? (9)

- What strategies have I become aware of that the teacher uses to establish and maintain standards for student behavior? (12, 13)

Instruction

- How have learning goals been established and communicated to students? (14)

- In what ways does the teacher connect students’ prior knowledge and interests with learning goals? (15)

- How is the teacher differentiating for students according to their varying levels of abilities and needs? (15)

- What types of discussion patterns have I noticed are in place and how do they support student interaction? (17)

Professional Responsibilities

- What am I learning about how professionals plan and learn together? (19)

- What is the role of non-school settings/resources in enhancing teaching and learning goals? (19)

- What is the role of school support services in addressing the social and emotional needs of students? (18)