

# COLLEGE OF EDUCATION

## WILLIAM PATERSON UNIVERSITY

### Pre and Post Observation Guided Questions

| Knowing Your Learner and Planning   |   |   |
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| General Questions   | P-3 Questions   | Physical Education Questions  |
| What was the <u>central focus</u> of the lesson?  | What was the <u>central focus</u> of the lesson?  | What was the <u>central focus</u> of the lesson?  |
| What was the purpose of the content being taught?   | What was the purpose of the content being taught?   | What was the purpose of the content being taught?   |
| How did the learning objective(s) support lower order (skill/knowledge) and higher order (skill/knowledge) thinking?  | How does/did the learning objective(s) support active, multimodal language development within the content?  | How did the learning objective(s) support lower order (skill/knowledge) and higher order (skill/knowledge) thinking?  |
| How did the components of your lesson build on each other to help students make connections?  | How does/did the components of your lesson support language?  | How did the components of your lesson build on each other to help students make connections?  |
|   | How does the physical environment support or lessen student learning?   |   |
| How did you determine prior knowledge/skills related to the <u>central focus</u> ?  | What do you know about students' social, emotional, cognitive, physical and language development?   | How did you determine prior knowledge/skills related to the <u>central focus</u> ?  |
| How did your understanding of students' prior knowledge/skills, assets and learning needs guide your planning?  | How did your understanding of students' prior knowledge/skills, assets and learning needs guide your planning?  | How did your understanding of students' prior knowledge/skills, assets and learning needs guide your planning?  |
| Why were the teaching and learning strategies (instructional strategies) appropriate for students based on their specific needs? (differentiation)                                | How did you support all learners with varies learning needs?  | Why were the teaching and learning strategies (instructional strategies) appropriate for students based on their specific needs? (differentiation)                                |
| What key misconceptions, errors, preconceptions and/or developmental approximations did students make as it relates to your central focus? How did you address them in your plan? | What key misconceptions, errors, preconceptions and/or developmental approximations did students make as it relates to your central focus? How did you address them in your plan? | What key misconceptions, errors, preconceptions and/or developmental approximations did students make as it relates to your central focus? How did you address them in your plan? |
| What language function did you select/use to support students in their learning and understanding of the content/skill taught?  | What vocabulary did you select to support language development?   | What language function did you select/use to support students in their learning and understanding of the content/skill taught?  |
| How did you and the students use  | How will/did you and the students use   | How did you and the students use and  |

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| and practice the selected language function?  | and practice the selected vocabulary?  | practice the selected language function?  |
| What vocabulary and/or symbols did the student use? How did they use syntax or discourse to practice using the vocabulary to develop understanding? | How did you support students to use and understand vocabulary?   | What vocabulary and/or symbols did the student use? How did they use syntax or discourse to practice using the vocabulary to develop understanding? |
| What text supports did you use?   | What text supports did you use?  | What text supports did you use?   |
| What informal (formative) and/or formal (summative) assessments did you use to monitor student learning and understanding?                          | What informal (formative) and/or formal (summative) assessments did you use to monitor student learning and understanding? | What informal (formative) and/or formal (summative) assessments did you use to monitor student learning and understanding?                          |
| How did you differentiate the assessments?  | How did you differentiate the assessments?   | How did you differentiate the assessments?  |

### Instructing and Engaging Students in Learning

| General Questions   | P-3 Questions   | Physical Education Questions  |
|---|---|---|
| How did you demonstrate responsiveness to students with varied learning needs?  | How did you demonstrate responsiveness to students with varied learning needs?  | How did you demonstrate responsiveness to students with varied learning needs?  |
|   |   | How did you promote a safe positive environment?  |
|   |   | How did rules, routines, and transitions support maximum engagement?  |
| How did you engage students in learning and practicing the content and/or skills to build understanding of the central focus?           | How did you engage students in multimodal language development?   | How did you engage students in learning and practicing the content and/or skills to build understanding of the central focus? |
| How did you link students' prior knowledge and their personal, cultural and community (assets) to new learning within your instruction? | How did you link students' prior knowledge and their personal, cultural and community (assets) to new learning within your instruction? |   |
| How did you elicit and build on student responses, observations, ideas and/or connections?  | How did you elicit and build on student responses, observations, ideas and/or connections?  | How did you monitor students' actions, ask questions and provide feedback to support learning?                                |
| How did you model skills, use of  | How did you make interdisciplinary  | How did you use cues, prompts   |

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| content through language functions?   | connections?  | demonstrations to build student learning?   |
| How did you engage students in using content and practicing skills to deepen understanding?   | How did you engage students in using content and practicing skills to deepen understanding?   | How did you engage students in using content and practicing skills to deepen understanding?   |
| How would you change your instruction to deepen student understanding? Base changes on research and theory principles.  | How would you change your instruction to deepen student understanding? Base changes on research and theory principles.  | How would you change your instruction to deepen student understanding? Base changes on research and theory principles.  |
| <b>Assessing Student Learning</b>   |   |   |
| <b>General Questions</b>  | <b>P-3 Questions</b>  | <b>Physical Education Questions</b>   |
| Did the students meet the learning objective(s)? How do you know?   | Did the students meet the learning objective(s)? How do you know?   | Did the students meet the learning objective(s)? How do you know?   |
| How did you provide feedback on student work?   | How did you provide feedback on student work?   | How did you provide feedback on student work?   |
| How did this feedback support students' knowledge and/or skills related to the learning objective(s)?   | How did this feedback support students' knowledge and/or skills related to the learning objective(s)?   | How did this feedback support students' knowledge and/or skills related to the learning objective(s)?   |
| How did the students use or struggle to use the language function, vocabulary and discourse or syntax?  | How did students use vocabulary to further their understanding of the content taught?   | How did the students use or struggle to use the language function, vocabulary and discourse or syntax?  |
| Using the data collected through informal (formative) and formal (summative) assessments what are your next steps in instruction? Based next steps on research and theory principles. | Using the data collected through informal (formative) and formal (summative) assessments what are your next steps in instruction? Based next steps on research and theory principles. | Using the data collected through informal (formative) and formal (summative) assessments what are your next steps in instruction? Based next steps on research and theory principles. |

Questions compiled by Margaret Renn, College of Education, William Paterson University, based on edTPA by SCALE.