<table>
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<th>TIME</th>
<th>EFFECTIVE TEACHING PRACTICES</th>
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| ___:___ | **Lesson Introduction** | ![Checkmark for Lesson Introduction](image)  
- Informs learners of language, skills, or understandings expected at end of lesson  
- Provides learners with an advance organizer with which to place lesson content in perspective  
- Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary  
- Uses attention-getting devices  
- Uses individualized or attention-getting strategies to promote interest among special types of learners when appropriate (ELLs and SWDs) |
| ___:___ | **Lesson Implementation** | ![Checkmark for Lesson Implementation](image)  
- Gives directives slowly and distinctly; checks for understanding along the way  
- Knows learners’ ability levels and teaches at or slightly above their current level of functioning (ELLs and SWDs)  
- Uses examples, illustrations, or demonstrations to explain and to clarify content in text and workbooks and develop concepts (GRR “I do”)  
- Uses multiple means of representation (UDL)  
- Addresses academic language and language demands throughout  
- Plans transitions to new content in small, easy-to-grasp steps  
- Shows enthusiasm and animation through variation in eye contact, voice, and gestures  
- Creates a respectful environment safe for risk-taking and collaboration  
- Prevents and manages student behaviors to support engagement in learning |
| ___:___ | **Formative Assessment (Guided Practice)** | ![Checkmark for Formative Assessment](image)  
- Provides for guided practice, including use of language demands (GRR “We do”)  
- Modifies guided practice for individual student needs (ELLs and SWDs)  
- Provides corrective for guided practice in a non-evaluative atmosphere  
- Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary  
- Monitors seatwork by circulating and frequently checking progress  
- Provides specific feedback students can use for growth  
- Administers correctives immediately after initial response |
| ___:___ | **Summative Assessment (Independent Practice)** | ![Checkmark for Summative Assessment](image)  
- Selects/creates a relevant, fair, and valid assessment instrument for the learning objectives  
- Modifies assessment for individual student needs (ELLs and SWDs)  
- Structures opportunity for student independent practice (GRR “You do”)  
- Collects assessment results for scoring, data analysis, and planning |
| ___:___ | **Procedure to end period** | ![Checkmark for Procedure to end period](image)  
- Ends lesson with review or summary |
REFLECTION ON TEACHING EFFECTIVENESS

Comment on the following aspects of the lesson planning and implementation:

A. Instructional Planning (Service, Teaching-The teacher demonstrates an ability to plan instruction based on theories of development, developmental differences, diversity, motivation, curriculum frameworks, academic language demands, & academic standards, while incorporating a Christian worldview.)

B. Teaching Strategies (Academics, Teaching-The teacher uses multiple teaching strategies to encourage a collaborative learning environment, plans for student active engagement, connects disciplines, and connects experiences.)

C. Assessment (Teaching-The teacher articulates a clear plan for formative and summative assessment measures with alignment to learning goals, checks for understanding/questioning, and elicits student independence)

D. Classroom Management (Leadership-The teacher articulates a clear plan (vision) for establishing and managing a productive, inclusive, stimulating, and safe learning environment.)

E. Communication (Leadership-The teacher uses knowledge of effective oral, written, and visual representations with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom.)

Goals for next observation:

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SERVICE | ACADEMICS | LEADERSHIP | TEACHING

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