

Questions 1C: Setting Instructional Outcomes

1. List in detail the outcomes you expect of students in this lesson.
2. What, if any, are your specific outcomes for different groups of students?
3. What, if any, are your specific outcomes for individual students?
4. Describe how these outcomes are rigorous and represent high expectations.
5. How will you assess students for understanding as you proceed through this lesson today?
6. What summative assessments(future, long-term) will be used to eventually assess students on this lesson? (unit tests, chapter tests, benchmark tests, portfolios, running records, etc.)
7. List your activities. How are the activities you have chosen related to the outcomes?
8. List your materials and resources. How are they related to the outcomes?
9. What are the types of outcomes you have chosen for this lesson? (factual, procedural, conceptual understanding, thinking and reasoning skills, collaborative and communicative strategies, dispositions) Explain each.
10. How are these outcomes aligned with the state curriculum?
11. How are these outcomes related to previous and future learning?
12. How are these outcomes related to other subjects and disciplines?
13. How do these outcomes encourage individual students to take educational risks?

Questions 2C: Managing Classroom Procedures

1. How do you manage routines such as taking attendance, lunch count and money, field trip permission slips and collecting money, etc.
2. What routines and procedures will be necessary in this lesson?
3. What materials will be needed for this lesson?
4. What will you do to ensure the effective distribution of materials during this lesson with little loss of time?
5. How do you ensure that there will be little loss of time during transitional periods?
6. How will students help with the distribution of materials and supplies?
7. What type of student groupings will you use in this lesson? (large, small, pairs, independent, etc.)
8. How will students contribute to the management of students groups with such things as ensuring all students in the group remain on task?
9. How do you manage students in group work who do not stay on task?
10. How do you manage any special needs students who need more teacher direction than others?

Questions 3B: Using Questioning and Discussion Techniques

1. How will you use student responses to build the lesson?
2. How will you allow students to make connections between ideas in this lesson and other concepts and events?
3. What, if any, low level questions will be asked to develop background for the lesson?
4. What high level questions will you ask during the lesson?
5. What questions might you use with more than one correct response and how will you use these questions?
6. How will you encourage students to ask questions of the group and of other students?
7. How will you ensure that all students participate in the discussion?
8. How will you allow students time to think, reflect, and respond?
9. What method will you use to allow students to ask the questions, initiate topics, contribute to the discussion without constant teacher monitoring?
10. What questions, prompts, or methods will you use that will challenge students to higher levels of thinking and discussion?

Questions 3C :Engaging Students in Learning

1. Describe the lesson structure: Beginning, Middle, End.
2. Will students be provided a range of choices of learning tasks? If so, list them.
3. How do the activities you have chosen align with the goals of the lesson?
4. How will the lesson activities be organized or sequenced?
5. What type of student groups will you use? (random, assigned, ability, weaker with stronger, etc.)
6. How are your higher level thinking tasks aligned with the goals of the lesson?
7. How will the instructional materials you have chosen assist with student engagement?
8. How will you ensure appropriate pacing?
9. How do you provide for closure and reflection of lesson goals for this lesson?
10. What methods will you use to allow student ideas to extend concepts, explore other related concepts, modify learning tasks, or suggest modifications to grouping patterns?

Questions 3D: Using Assessment in Instruction

1. What assessments methods will you use during instruction of this lesson?
2. How will you provide feedback to students concerning their work?
3. How will you use the feedback provided from students to you to adjust your lesson?
4. What type of student self-assessment, if any, will you use in this lesson?
5. Will peer assessment be used, and if so, how?
6. Will students contribute to the assessment criteria, and if so, how?