

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

Pre and Post Observation Guided Questions

Knowing Your Learner and Planning		
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

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

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.
Assessing Student Learning		
General Questions	P-3 Questions	Physical Education Questions
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.