**APPENDIX G- DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT**

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| **Teacher’s Name:** |  |  | **Planning Conference Date:** |  |
| **Observer’s Name:** |  |  | **Observation Date:** |  |

 Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in

 preparation for the planning conference.

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| **CLASSROOM DEMOGRAPHICS** | **Level 0****Not Using** | **Level 1****Beginning** | **Level 2****Developing** | **Level 3****Applying** | **Level 4****Innovating** |
| Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc). |  |  |  |  |  |
| **ENACTING ON THE SPOT** | **Level 0****Not Using** | **Level 1****Beginning** | **Level 2****Developing**  | **Level 3****Applying** | **Level 4****Innovating** |
| What will you do to engage students in the lesson?What will I do to acknowledge lack of adherence to classroom rules and procedures?What will I do to establish and maintain relationships with students during this lesson?What will I do to communicate high expectation to student within this lesson?How will this lesson be organized as part of a cohesive unit? |  |  |  |  |  |
| **PLANNING AND PREPARING FOR LESSONS AND UNITS** | **Level 0****Not Using** | **Level 1****Beginning** | **Level 2****Developing**  | **Level 3****Applying**  | **Level 4****Innovating** |
| How will you scaffold the content within this lesson?Please describe:* The rationale for how the content of the lesson is organized
* The rationale for the sequence of instruction
* How the content is related to previous lessons, units or other content
* Possible confusion that may impact the lesson?
 |  |  |  |  |  |
| How does the lesson progress within the unit over time?Please describe:* How lessons within the unit progress toward deep understanding and transfer of content
* Describe how students will make choice and take initiatives
* How learning will be extended?
 |  |  |  |  |  |
| How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced?Please describe:* Important content (scope) identified by the district
* Sequence of the content to be taught as identified by the district
 |  |  |  |  |  |
| **PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY** | **Level 0****Not Using** | **Level 1****Beginning** | **Level 2****Developing** | **Level 3****Applying**  | **Level 4****Innovating** |
| How will the resources and materials that you select be used to enhance students’ understanding of the content?Please describe the resources that will be used:* Traditional resources
* Technology
 |  |  |  |  |  |
| **PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS** | **Level 0****Not Using** | **Level 1****Beginning** | **Level 2****Developing**  | **Level 3****Applying**  | **Level 4****Innovating** |
| How do you plan to address the special needs of your students to include special educationstudents, ELL students and students who come from home environments that offer little support for schooling?Please describe:* Specific accommodations to be made
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**General Rating Rubric**

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| --- | --- | --- | --- | --- |
| **Innovating (I)** | **Applying (A)** | **Developing (D)** | **Beginning (B)** | **Not Using (NU)** |
| Adapts and Creates new Strategies for unique student needs and situations | Engages students in the strategy and monitors the extent to which it produces desired outcomes | Engages student in the strategy with not significant errors or omissions | Uses strategy incorrectly or with parts missing | The strategy was called for but not exhibited |

**GADSDEN TEACHER EVALUATION FORM D**