

**TRUMBULL PUBLIC SCHOOLS**  
**Teacher Supervision, Evaluation, Professional Learning Plan 2021-2022**

**PRE-OBSERVATION LESSON PLAN FORM**

**Teacher:** \_\_\_\_\_ **School/Grade:** \_\_\_\_\_

**Date of Visit:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Period/Subject:** \_\_\_\_\_

**Content Standards:** Identify one or two primary local state, or national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

**Learner Background:** Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective:** Identify specific and measurable learning objectives for this lesson.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity, including any technological resources.

**Learning Activities:** Identify the instructional grouping (whole-class, small groups, pairs, individuals) you will use in each lesson segment, and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

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**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEP's, gifted and talented students, struggling learners, and English language learners.

*Note: Differentiated instruction may not be necessary in every lesson. However, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of the students with learning differences.*

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

Notes from the pre-conference

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