**PATHWISE**

# Instructional Planning and Reflection

|  |  |  |
| --- | --- | --- |
| Student Teacher: | Observer’s Name: | Date of Observation: |
| School: | Grade & Subject: | Date of Plans: |

## CLASS PROFILE

How many students are in the class?

\_\_\_\_male students

\_\_\_\_female students

What is the students’ age range?\_\_\_\_\_\_\_\_\_\_\_

Approximately how many students have the following exceptionalities?

[ ] blind or visually impaired [ ] deaf or hearing impaired

[ ] developmentally disabled [ ] emotionally or behaviorally disabled

[ ] gifted [ ] learning disabled

[ ] physically disabled [ ] other?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ] ESOL

How do you become familiar with what your students already know in terms of both skills and the cultural and language resources they bring to the classroom?

Do you communicate with **parents or guardians** of students in your class? If so, how and for what reasons? Give specific examples where appropriate.

When you need **assistance** with you r teaching skills or when you have **difficulties** with a student, who do you talk with (e.g. mentor teachers, other teachers, cooperating teachers, clinical supervisor, principal, professors)?

Do you coordinatelearning activities with other colleagues? If so, how? If you are a student teacher, how do you coordinate learning activities with your cooperating teacher(s)?

Adapted for by Dr. C.R. Geibelhaus from PATHWISE, 1995, with permission from Educational testing Service(ETS) University of Florida

**PATHWISE**

# Pre-Observation Interview

## Teacher/student teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID#\_\_ \_\_ \_\_-\_\_ \_\_ - \_\_ \_\_ \_\_ ID#\_\_ \_\_ \_\_-\_\_ \_\_ - \_\_ \_\_ \_\_

Affiliation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Affiliation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Int. \_\_/\_\_/\_\_\_

* Have there been any changes in your instruction plan or in the information on your class profile since you filled out those forms?
* How does the content of this lesson build on what students have already studied, and relate to what they will be learning in the future? In answering this question, link the content in this lesson to the organization of content in this subject area or discipline.
* In all your planning for this lesson how have you addressed the needs of this particular

group of students? (Responses might consider gender, culture, language proficiency, exceptionalities, economic status, and skill level or individual concerns.)

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**Pathwise Instruction Plan**

**Teacher:**

**Grade:**

**Subject:**

**1. Learning Objectives**

What are your objectives for student learning in this lesson? That is, what do you intend students to learn? Avoid using terms “learn” and “understand”

*Why have you chosen these objectives?*

*What Standards (National or State) relate to this lesson?*

**2. Content Knowledge**

*What content knowledge do you possess in this area?*

*How did you prepare for understanding the content of this lesson?*

**3. Student Grouping**

*How will you group students for instruction?*

*Why have you chosen this grouping?*

**4. Methods**

*What teaching method(s) will you use for this lesson?*

*What students need specific accommodations in this lesson?*

*What specific accommodations have you made for these student needs?*

*Why have you chosen this method or these methods?*

**5. Activities**

*What activities have you planned?*

Activities Time Allowed

Opening:

Main activity/activities:

Closing:

Important questions to ask:

**6. Materials**

*What instructional materials will you use, if any?*

*Why have you chosen these materials?*

**7. Evaluation**

*How and when do you plan to evaluate student learning on the content of this lesson?*

*Why have you chosen this approach to evaluation?*

Adapted for University of Florida Pathwise Instruction and Reflection Form by Vicki Wilson for Salt Fork (Region 10) RPDC and Muskingum Valley Educational Service Center/Muskingum College Goals 2000

REFLECTION AFTER TEACHING

|  |  |
| --- | --- |
| 1. Did you depart from anything you planned for today? If so, why? |  |
| 2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why? |  |
| 3. To what extent did the students learn what was intended? How do you know?  As part of your answer indicate:  In what ways were your teaching methods effective? How do you know?  In what ways were your activities effective? How do you know?  In what ways were the instructional materials effective? How do you know?  How did any special considerations of accommodations effect the lesson? |  |
| 4. Identify an individual or group of students who had difficulty in today’s lesson. How do you account for this performance? How will you help this (these) student(s) achieve the learning objectives? |  |
| 5. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance? |  |
| 6. If you were going to teach this lesson again to the same group of students, what would you do differently? (Consider: grouping, methods, materials, evaluation, activities) Why? What would you do the same? Why? |  |
| 7. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning. |  |