

Candidate/Intern:	License Area:
Supervisor:	Course #:
Mentor Teacher:	Date of Observation:
School:	Date of Conference:
Grade:	Date revision submitted (if required):
Observation #:	Video #:

Scoring Criteria

Score of 3

In order to earn a score of 3, the unit plan must provide detailed descriptions of 1a through 4f in Section B for the effective implementation of the plan and provides information that supports the use/understanding of best practice.

Score of 2

In order to earn a score of 2, the unit plan must provide detailed descriptions of 1a through 4f in Section B for the effective implementation of the plan but does not provide sufficient information regarding the use/understanding of best practice.

Score of 1

In order to earn a score of 1, the unit plan cannot be implemented the way it is written due to a lack of detail in the descriptions of 1a through 4f in Section B and there is insufficient information regarding the use/understanding of best practice.

Score of 0

In order to earn a score of 0, the unit plan cannot be implemented the way that it is written due to a lack of detail in the descriptions of 1a through 4f in Section B and there is no evidence regarding the use/understanding of best practice.

OSTP Criterion	CRITERIA	Score	Plan for remediation of scores of 1 or 0.
STEP 1			
2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	The summary of the content clearly outlines what students will learn during the course of the lesson or unit.		
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	The learning objectives are framed using Bloom’s Taxonomy and demonstrate an understanding of the students’ developmental levels.		
2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.	The learning objectives are clearly aligned with the content from the lesson and the academic content standards.		
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	The learning objectives make it clear how students will demonstrate they have successfully learned the content.		
STEP 2			
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	Explains what data will be used to determine if the students have the necessary prior knowledge for the content to be taught.		

	STEP 3		
1.4 Teachers model respect for students’ diverse cultures, language skills and experiences. 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	Explains selection of strategies to demonstrated respect for diversity and encourage positive traits and abilities.		
1.3 Teachers expect that all students will achieve to their full potential.	Explains how they will create challenging expectations for students and how this would be developmentally appropriate.		
	STEP 4		
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	Introduce Learning Objectives The instructional plan describes the methods for introducing the learning objectives and beginning class.		
2.1c Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students’ prior knowledge and future learning.	Introduction: Access to Prior Knowledge The instructional plan describes the methods, activities, etc. students will complete to access their prior knowledge		
2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.	Step by Step Instruction for Main Activity(ies) The unit plan provides a detailed description of the step-by-step procedures to complete the main activity(ies) for instruction for each day. These instructions include the groupings, key vocabulary and definitions, and essential questions for each step.		

<p>2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p>	<p>Step by Step Instruction for Main Activity(ies) The step by step instruction is aligned with content area best practices and is designed to address common misconceptions.</p>		
<p>4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p>	<p>Debriefing/Review The unit plan describes the methods that will be used to help students draw connections between the activities and the learning objectives.</p>		
<p>3.1b Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments. 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p>	<p>Assessment The unit plan describes the daily formative and end-of-unit summative assessments that will be used to measure student progress and learning.</p>		
<p>4.7 Teachers use resources effectively, including technology, to enhance student learning.</p>	<p>Resources The resources selected are aligned with the goals for the lesson. It is made clear how the resources enhance the teaching and learning of the content.</p>		
	<p>Homework Options/Home Connections The unit plan describes opportunities for students to remain engaged with the content outside of the classroom.</p>		

	STEP 5		
4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	<p>Differentiated Instructional Support Explains how the following can be adapted to meet the needs of all learners:</p> <ul style="list-style-type: none"> • Content • Process (Instruction) • Product (Assessment) • Classroom Environment 		
	Describes in detail how at least one area of differentiated instruction will be implemented during the lesson.		