

PPO Visit Preparation

Lesson Plan Analysis Checklist:

- Learning objective aligned to **CCLS Standards** (and is shared on the board, with correct date)
- Lesson skills and tasks aligned to **Instructional Shifts**
- Learning activities are **differentiated** and aligned to **Learning Objective**
- Plan specifically and explicitly integrates CCLS **INSTRUCTIONAL SHIFTS**
- RIGOR and higher order skills
- There is a **HOCHMAN** activity (supporting the school's Instructional Focus)
- Students demonstrate thinking (**3c: Engaging Students in Learning**)
- Meeting the needs of all learners, including **ELLs and SWDs** (evidence of co-planning) with unique lesson plans for ICT classes (not one plan for all 5 classes)
- Class instruction AND specific groupings are purposeful based on recent common assessment data (ie: midterms, mock regents, MS mock state exams, DDC, other recent summative/formative assessments)
- Use of formative assessments (varied checks for understanding) that drive next instructional steps ("**catch and release**")
- Using formative assessment (**as shared by department**) to know if students met the learning objective (**exit slips**)
- Learning activities have realistic time expectations (shared agenda with students on board)
- **Unit Plan** is current and connects to what is happening in the classroom

Lesson Planning Checklist

Checklist	How is this incorporated in your lesson?
Learning objective aligned to CCLS Standards (and is shared on the board, with correct date)	
Lesson skills and tasks aligned to Instructional Shifts	
Learning activities are differentiated and aligned to Learning Objective	

<p>Plan specifically and explicitly integrates CCLS <u>INSTRUCTIONAL SHIFTS</u></p>	
<p>Rigor and higher order skills</p>	
<p>There is a HOCHMAN activity (supporting the school's Instructional Focus)</p>	
<p>Students demonstrate thinking (3c: Engaging Students in Learning)</p>	
<p>Meeting the needs of all learners, including ELLs and SWDs (evidence of co-planning) with unique lesson plans for ICT classes (not one plan for all 5 classes)</p>	
<p>Class instruction AND specific groupings are purposeful based on recent common assessment data (ie: midterms, mock regents, MS mock state exams, DDC, other recent summative/formative assessments)</p>	
<p>Use of formative assessments (varied checks for understanding) that drives next instructional steps ("catch and release")</p>	
<p>Using formative assessment (as shared by department) to know if students met the learning objective (exit slips)</p>	

Learning activities have realistic time expectations (shared agenda with students on board)	
Unit Plan is current and connects to what is happening in the classroom	