PROVIDING TEACHER FEEDBACK IN THE AREA OF
Sub-Dimension 1.2: Teaching Point

Sub-Dimension 1.2: Teaching Point *"The teacher uses understanding of student learning needs to create teaching goals that are aligned with standards and known to most students.*

Look and listen for:	Post-observation prompt, if needed:	Possible feedback, if needed:
What evidence did the teacher use to determine student need in this standard area?	How did you decide on this teaching point for today's lesson?	Provide appropriate standards and assessment tools for the content/grade level. *Prior to the next visit, I'll go through your evidence of student need with you.*
Was the teaching point clearly articulated to students?	Tell me your teaching point in one sentence that would be understandable at this grade level.	Let's look at an upcoming lesson and see if we can state the teaching point. *Next time I come in I will listen for your explicit teaching point.*
What evidence demonstrated the teaching point clearly linked to standard(s) and was important, transferrable learning for the discipline or beyond the classroom?	What standards did you feel this lesson addressed? How is this teaching point meaningful and relevant beyond this lesson?	I would like to plan a lesson with you, beginning with an appropriate standard to meet your students' needs. <u>OR</u>: I would like you to plan your next lesson starting with a standard addressing your students' needs. (<u>OR</u>: Plan with a mentor teacher/team)
Was the teaching point embedded in instruction and fit appropriately to the time allotted-such as a single class period?	How did this part of the lesson (describe what you saw/heard) help students to understand and master the teaching point? Did the entire lesson flow well and fit the time allotted?	As you finish planning a lesson, go back and reflect about whether each activity directly supports the important learning you planned. If it doesn't, ask yourself if that part of the activity can be cut out or minimized in some way to keep students focused on the teaching point. Look at the sequence of the activities: Do they build so the student is becoming more responsible for the learning? So the student must become more sophisticated with the learning? *When I come back I will watch for this.*

Look and listen for:	Prompting questions:	Possible feedback:
Did the teacher present clear and measurable criteria for defining student success?	How did you determine whether your students had met your expectations for the learning? How did the students know whether they had met the expectations or not?	Introduce the teacher to a variety of tools, such as checklists and/or rubrics. (See ODE website.) Create a set of criteria together for the lesson observed. (You could set criteria for a future lesson, as well.) *I will listen and look for a student friendly scoring tool on the next observation.*
Did the performance task require students to apply their learning in a context, providing evidence of student understanding of the teaching point?	Let's look back at what the students were required to do during this lesson. (Review activities/tasks.) Did each activity support the teaching point? Would these activities be enough to help students reach the learning objectives during the lesson? Did student work clearly demonstrate their understanding of the teaching point applied in context? (*Invite evidence of student work.*)	Review the task(s) assigned to students. Determine together whether each task is directly aligned to the teaching point, provides a context for the learning, and how it will help students meet the learning objective. *On my next visit I will listen and look for an alignment between the teaching point and the assigned student work.*