Print Form

HUDSON COUNTY SCHOOLS OF TECHNOLOGY

PRE-OBSERVATION VALIDATION RECORD

Teacher_____ School_____
Grade/Subject _____School Year_____

This form will be used by the district before conducting the formal Professional Validation. Administrators should provide a copy of the completed "Pre-observation Validation Record" to the teachers.

1. Planning and Preparation
   a. Demonstrates Knowledge of Content and Curriculum
   b. Selects Instructional Objectives for Curriculum Adherence and Student Level
   c. Systematically Plans Instructional Activities
   d. Demonstrates Knowledge of Instructional Materials, Resources and Lesson Plans
   e. Utilizes Technology for Home and Classroom Use
   f. Establishes High Expectations for the Learning of all Students

2. Student Progress and Learning
   a. Assess Students on Course Objectives as Required Using a Variety of Evaluative Techniques
   b. Monitors Student Progress and Understanding Throughout the Lesson/Unit
   c. Demonstrates Knowledge of Students (Individual Differences, Learning Styles, Skills and Knowledge, Reading & Comprehending the IEP Goals)
   d. Uses Assessment Results for Instructional Planning (Differentiation, Technology, Feedback, Project Base Instruction, IEP Stipulations)
   e. Maintains Accurate Records on Student Progress and Performance (Grade Book, Pupil Participation, Student Portfolio)
   f. Maintains a Planbook or Syllabus to Monitor the Completion of the Course Requirements

3. Instruction
   a. Selects Appropriate Teaching Methods and Practices to Accomplish the Objectives and Goals of the Lesson
   b. Communicates and Presents the Lesson Clearly and Accurately
   c. Adjusts Teaching Techniques to Meet the Needs of All Students (Meeting/Addressing the Needs and Interests of Individual Students and/or IEP's)
   d. Employs Effective Questioning and Discussion Techniques
   e. Engages Students in All Aspects of Learning (Critical Thinking, Problem Solving, Essential Knowledge)
   f. Provides Feedback to Students
   g. Implements Project Based Strategies to Enhance Instruction, Improve Learning, and Promote Collaborative Planning
   h. Lessons are Aligned with an Integrated Curriculum/Disciplinary Instruction

4. The Classroom Learning Environment
   a. Creates an Environment of Respect, Trust, and Rapport with Students and Staff
   b. Provides an Educational Environment and a Culture for Learning to Promote Student Achievement
   c. Maintains an Orderly and Safe Physical Environment
   d. Implements Classroom Rules/Routines
   e. Monitors Student Behavior and Incorporates Class Management Techniques
   f. Utilizes Classroom Space Effectively

5A. Project Based Learning, Design, and Management
   a. Standard Based Projects Identified for Each Student
   b. Portfolio Assessment/Personal Student Learning Plans (IEP Goals/Objectives)
   c. Individual Tutoring (Assistance/Support in Specific Content Skills to Address the Standards and Improve Competencies
   d. Use of Tracking/Reporting System (Project Foundry, Blackboard, etc.)
   e. Evidence of Student Coaching/Mentoring Plan
   f. Program Surveys (HOPE Surveys) by Peers, Students, and Parents
   g. Advisory Meetings/Facility Design
   h. After School Programs/Partnerships (Enrichment/College Courses)
   i. Assessments (Rubrics: Projects, Research, Presentations, Writing, Homework, ACT/SAT Scores, Proficiencies (Content Area Criteria), Progress Reports, Marking Period Grades, State Tests (HSPA/Specialized Subjects)
   j. Professional Development Plans for Self and School (Program)
   k. Student Work Stations/Technology Support

5B. Career and Technical Education (CTE) Instruction

a. Follows a Stated Approved Program or Program of Study, and, if Appropriate, Collaborates with Colleagues in the State's Approval/Re-approval Process
b. Lesson Planning provides for a variety of delivery methods and techniques
c. Presentations are Reinforced by Practical Applications
d. Practical Applications Projects Show a Broad Range of Competencies
e. Uses Validated Technical Skills Assessment for Program
f. Selects Student Work Stations and Makes Appropriate Decisions on the Use of Technology in the Classroom, Laboratory, and/or Shop
g. Works with Advisory Committees, Community Resources, Staff, and Students to Incorporate Structured Learning Experiences (SLE), Partnerships for Articulation, and Involvement in CTE Student Organizations and Activities into the CTE Program
h. Interprets Data from Various Sources and Applies this to Group and Individual Learning
i. Properly Assigns Students to Participant, Concentrator, and Completer status
j. Records Students' Progress by Competencies and Tasks
k. Students Participate in the Development and Selection of Some of the Projects
l. Participates in District Assigned Cluster-Level Advisory Committee

6. Professional Improvement and Responsibilities

a. Displays Professional Ethics and Decorum
b. Attends Faculty Meetings, Advisory Committees, and Action Research Collaboration
c. Provides Adequate Resources for the Well-Being of Students and Their Academic Growth (Drug &Alcohol Abuse, Test Taking Skills, After School Programs, College Decisions, and Parental Conferences
d. Demonstrates Professional Standards (District Regulations, Department Decisions, Positive Attitude, and Promoting School Practices)
e. Professional Development (Workshops, Forums, Curriculum Committees, College Credits, Advanced Degrees, District Requirements)
f. Professional Participation (School Events, District Projects, Mentorships)
g. Highly Proactive in Serving Students (Resourceful) (Addressing IEP Goals)

Questions for thought, preparation, and/ or discussion:

a. What are your learning outcomes for this lesson? What do you want the students to understand?
b. How will you differentiate instruction for different individuals or groups of students in the class?
c. How will you engage the students in the learning?
d. How will you differentiate instruction for different individuals or groups of students in the class?
e. How and when will you know whether the students have learned what you intend?

The Teacher/Facilitator/Advisor and Observer have met, identified and discussed the instructional areas prior to the formal validation process. A formal validation will take place within 20 school days from the date below.

Signature: Teacher/Facilitator/Advisor_____Date_____

Signature: Principal/Ass't /Vice Principal/Supervisor_____Date_____