

# CALIFORNIA HOUSSE – PART 2

## DIRECT CLASSROOM OBSERVATION FORM

Teacher Observed:

Observer:

Core Academic Subject Observed:

School:

Date of Observation:

The signature of the observer below verifies that sufficient evidence was provided through the observation and analysis of student performance to demonstrate that CSTP Standard 3 and Standard 4.2 were met.

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Observer's Signature

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Date

*The information gathered through this observation can only be used for the purpose of ESEA HOUSSE-Part 2*

**CLASSROOM HOUSSE – PART 2**  
**CLASSROOM LESSON PLAN and OBSERVATION FORM**

**STANDARD 3 – *Understanding and Organizing Subject Matter for Student Learning***

Teacher: Lesson Plan	Administrator Observation
<b>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</b>	
How will I demonstrate my knowledge of the subject matter content and student development: My lesson will address the following content standards(s):	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards. <i>Evidence:</i>
<b>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</b>	
How do I connect content being taught with diverse students' prior knowledge and experiences?	Adapts instruction to meet students' diverse learning needs. Provides explicit teaching of essential vocabulary, and academic language. <i>Evidence:</i>
<b>3.3 Organizing curriculum to facilitate student understanding of the subject matter</b>	
<i>How do I organize, sequence, and enhance the curriculum to facilitate student understanding of the subject matter?</i>	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum. <i>Evidence:</i>

San Diego Unified School District: ESEA HQT Compliance

<b>3.4 Utilizing instructional strategies that are appropriate to the subject matter</b>	
<i>How do I build on students' experiences, background knowledge, and interests to make subject matter relevant and meaningful to students?</i>	Selects and adapts a variety of instructional strategies appropriate to subject matter and students' diverse needs. <i>Evidence:</i>
<b>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</b>	
<i>How do I select and use materials and resources to support differentiated student learning of the subject matter?</i>	Selects, adapts, and utilizes appropriate resources that reflect the diversity of the classroom and support differentiated learning of subject matter. <i>Evidence:</i>
<b>3.6 Addressing the needs of English Learners and student with special needs to provide equitable access to the content</b>	
<i>How do I ensure access to subject matter for students at various levels of English proficiency and for students with special needs?</i>	Identifies language proficiencies and EL strengths. Differentiates instruction using one or more components of EL development. Utilizes information on students identified with special needs to provide appropriate accommodations in instruction. <i>Evidence:</i>

**STANDARD 4 Planning Instruction and Designing Learning Experiences for All Students**

<b>4.2 Establishing and articulating goals for student learning</b>	
<i>How do I determine learning goals that address all students' language abilities and diverse leaning needs?</i>	Establishes and articulates learning goals that integrate content standards with student's strengths, interests, and learning needs. <i>Evidence:</i>