

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

## Classroom Performance Indicator- Dimension 1: Instructional Design and Lesson Planning

(This document is non evaluative and should be used by school based mentors to collect data during classroom observation; it is recommended mentors focus on no more than 2 elements during a single observation)

### Element 2: Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons

√	Examples of Indicator	Observable Evidence
	Uses achievement data and prior student knowledge when designing instruction	
	<b>Regularly assesses students and systematically uses the data to design instruction for both groups and individual students.</b>	
	<b>Modifies instruction, based on data for groups and individual students.</b>	

**Action Indicator:**  
C or M

Key: Place a “√” in the box if the example of the indicator was observed. Then follow up by documenting the evidence of the indicator. Those in bold align with distinguished professional practices within this element. In the box, write “C” for Continuing in the Formative Process or “M” for Mastery