Pre-Observation Conference Questions

Learning Goals and Objective

1. **What is/are your lesson objectives? (Components 1A, 1C)**
   - *Why did you choose these goal(s) and objective(s)?*
   - *Where are you in relation to presenting this initial content and mastery?*
   - *How do you plan to communicate the learning objective to the students?*
   - *How are you segmenting the learning?*
   - *How much time are you spending on the goal(s) and objective(s)?*

2. **How is/are the lesson objective(s) aligned with state curriculum standards/CCSS?   (Components 1A, 1C)**

3. **What data did you use to design this lesson? How did the data influence the planning of this lesson? (Components 1B, 1C, 1F)**
   - *What kind of prerequisite skills do the students need for this lesson ?*
   - *What sources of student data did you use to determine student performance levels?*
   - *How do you become familiar with students' background knowledge, skill levels, experiences, and cultural resources?*
   - *Why are these concepts and habits appropriate to the students' learning needs?*
   - *What difficulties or misunderstandings might students have? How have you planned for those?*
   - *What are some of the ways that you will make the learning relevant to students?*

ASSESSMENT

4. **How will you know if your lesson objective(s) was/were achieved?   (Components 1F)**
   - *How do you plan to provide feedback to the students?*
   - *How will the students be assessed by both the teacher and by the students themselves?*
   - *How will accomplishment be recognized?*
   - *Where have you built in time for student reflection and self assessment in your lesson?*
   - *What are some of the text-based questions you plan to ask during the lesson?*
   - *How do you expect students to respond to questions- Whole Class? Individual?*
   - *How do you ensure that you call on all students?*
   - *Are there opportunities in the lesson for students to generate questions that would encourage them to think?*

INSTRUCTION

5. **What teaching strategies will you use to teach this lesson? (Components 1A, 1D)**
   - *How will you model or explain clear expectation for the students' learning?*
   - *How will each activity promote rigorous thinking?*
   - *How will students be grouped for learning? How is the grouping related to the intended concepts?*
   - *How will differentiated assistance be provided to individual students, struggling students as well as those needing an extra challenge?*
   - *How will you know when to move from one activity to the next?*
   - *Are there parts of the lesson where you have planned to invoke curiosity, exploration, and discovery?*
   - *Are you using visual aids to help enhance student understanding?*
   - *Choose one activity and talk about the way you plan on presenting this to your students.*

   Why did you use these strategies and resources?   (Components 1A, 1B, 1D)

CONNECTING LEARNING
6. What is the academic relationship between this lesson with past or future lessons (Why this lesson? Why now?) (Components 1A, 1E) • *How are you planning to connect what the students will learn to what they have previously learned?* • *How will you determine the students' retention and ongoing application of learning from this lesson?*

OTHER
7.   Please explain any special situations or circumstances of which the observer might need to be aware? **8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?**
• *What theories of teaching and learning support this lesson design?*