

Teacher Pre-Conference

Teacher: ■

School: ■

School Year: ■

1. Instructional Planning

FOCUS (Standard 4: Instruction)

What is the focus for the lesson?

What content will students know/understand? What skills will they demonstrate? What standards are addressed in the planned instruction?

Why is this learning important?

ASSESSMENT DATA (Standard 3: Assessment)

What assessment data was examined to inform this lesson planning?

What does pre-assessment data indicate about student learning needs?

PRIORCONTENTKNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students, Standard 2: Content, Standard 4: Instruction)

What prior knowledge do students need?

What are the connections to previous and future learning?

How does this lesson connect to students' real-life experiences and/or possible careers?

How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

What should the evaluator know about the student population?

How is this a developmentally appropriate learning activity?

1.1 Teacher Responses:

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1.2 Evaluator Comments:

■

2. Instruction and Assessment

LESSONDELIVERY (Standard 2: Content and Standard 4: Instruction)

How will the goals for learning be communicated to students?

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

What strategies will be used to make sure all students achieve lesson goals?

How will content-specific concepts, assumptions, and skills be taught?

DIFFERENTIATION (Standard 1: Students and Standard 4: Instruction)

How will the instructional strategies address all students' learning needs?

How will the lesson engage and challenge students of all levels?

How will developmental gaps be addressed?

RESOURCES (Standard 2: Content and Standard 4: Instruction)

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

CLASSROOMENVIRONMENT (Standard 1: Students and Standard 5: Learning Environment)

How will the environment support all students?

How will different grouping strategies be used?

How will safety in the classroom be ensured?

How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

How will you check for understanding during the lesson?

What specific products or demonstrations will assess student learning/achievement of goals for instruction?
How will you ensure that students understand how they are doing and support students' self-assessment?
How will you use assessment data to inform your next steps?

2.1 Teacher Responses:
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2.2 Evaluator Comments:
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3. Professional Responsibilities

COLLABORATIONANDCOMMUNICATION (Standard 6)

How do you cooperate with colleagues?
How do you work with others when there is a problem?
What is your communication style with students? With families? With colleagues?
In what ways do you seek the perspectives of others? Give an example.

PROFESSIONALRESPONSIBILITYAND GROWTH (Standard 7)

How do you apply knowledge gained from other experiences into your teaching?
Discuss ways you reflect and analyze your teaching.
What are some proactive ways you further your own professional growth?

3.1 Teacher Responses:
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3.2 Evaluator Comments:
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Teacher Completion

Date

Evaluator Completion

Date