Bond County Community Unit #2  
**➌ Teacher Pre-Observation Conversation Guide**

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| **Teacher:** |  |
| **School:** |  |
| **Grade Level(s):** |  |
| **Subject:** |  |
| **Name of Observer:** |  |
| **Date of Pre-Observation Conference:** |  |
| **Date of Scheduled Classroom Observation:** |  |

At the start of the pre-observation conference, we will discuss your class profile form as well as your planning process and design for the lesson to be observed. You should review the following *Guiding Questions* in preparation for your conference. You are not required to prepare a written response (although you may do so if you desire), but you should be prepared to discuss your answers to the questions. These questions will guide the conversation and allow you and your evaluator to discuss your professional practice. Please provide artifacts (such as a lesson plan, any handouts, rubrics, assessments, etc.) that would help support the pre-observation conversation.

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| **Guiding Questions** | **Framework Connection** |
| What do you want the students to know and be able to do? | |
| 1. To which part of the curriculum does the lesson relate? How does it “fit” in the sequence of learning for this class? | 1a, 1c |
| 1. How will you communicate the learning objectives to the students? | 3a |
| 1. Describe your thinking in selecting the materials and resources for this lesson. | 1d, 1e |
| 1. Are there any students you would especially like me to observe as the lesson progresses? | 1b, 1e |
| How will you know that the students have learned? How will you respond to their learning? | |
| 1. How and when will you know whether students have learned what you intend? | 1f, 3d |
| 1. What difficulties do students typically experience in this area? | 1a |
| 1. What adjustments to your plan might you make if you see some students struggling with concepts during the lesson? | 3d, 3e |
| 1. How might you provide more time and support after the lesson for students who do not learn? | 3e |
| Instructional Strategies and Feedback to Students | |
| 1. How will you engage students in the learning? | 3b, 3c |
| 1. How will you address off-task classroom behavior by students during the lesson? | 3b |
| 1. What is your plan for grouping students during the lesson? Will they work individually, in small groups, or as a large group? What are your reasons? | 3c |
| 1. How will you differentiate instruction for different individuals or groups of students in the class? | 1e |
| 1. How will you provide feedback to students regarding their learning during the lesson? | 3d |
| 1. Is there anything that you would like me to specifically observe during the lesson? | |