**Appendix C**

**Pre-Observation Conference – Teacher**

Teacher:

Grade Level(s):

Subject(s):

Observer: Date:

|  |  |
| --- | --- |
| ***Conversation Components*** | ***Observable Components*** |
| Domain 1Planning and Preparation | Domain 4Professional Responsibilities | Domain 2Classroom Environment | Domain 3Instruction |
| 1a - Demonstrating knowledge of content and pedagogy1b - Demonstrating knowledge of students1c - Setting instructional outcomes1d - Demonstrating knowledge of resources1e - Designing coherent instruction1f - Designing student assessments | 4a - Reflection on teaching4b - Maintaining accurate records4c - Communicating with families4d - Participating in a professional community4e - Growing and developingprofessionally4f - Showing professionalism | 2a -Creating an environment of respect and rapport2b - Establishing a culture for learning2c - Managing classroom procedures2d - Managing student behavior2e - Organizing physical space | 3a - Communicating with students3b - Using questioning and discussion techniques3c - Engaging students in learning3d - Using assessment in instruction3e - Demonstrating flexibility and responsiveness |

**Demonstrating Knowledge of Students (1b)**

Briefly describe your students, including those with special needs. How do you plan to teach to each student’s

level of understanding?

**Demonstrating Knowledge of Resources (1d)**

When preparing this lesson, what resources did you use? (materials, collaboration, etc.)

**Designing Coherent Instruction (1e)**

How does this learning “fit” into the sequence for this class? (Ex. Introducing the topic, mastering, etc.)

**Assessment (Domain 1 and 3)**

How will you know whether the students have learned what you intend? (formal and/or informal)

**Student Learning (Domains 2 and 3)**

How will you engage students in the learning? How will you make the objective(s) clear to students? What will the students be doing? Will the students work in groups/individually/large group? Bring any relevant materials to the pre-observation conference.

**Pre-Observation Conference – School Counselor**

Teacher: Grade Level(s):

Observer: Date:

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| --- | --- |
| ***Conversation Components*** | ***Observable Components*** |
| Domain 1Planning and Preparation | Domain 4Professional Responsibilities | Domain 2Classroom Environment | Domain 3Delivery of Service |
| 1a – Demonstrating knowledge of district curriculum & school programming1b – Demonstrating knowledge of students (how well do you know your students)1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques1d – Demonstrating knowledge of and access to resources1e – Assessing student learning | 4a – Reflection on practice4b – Maintaining and using appropriate data to guide practice4c – Communicating with families about student progress, procedures curriculum and standards4d – Contributing to the school and district4e – Growing and developingProfessionally4f – Demonstrating professional counseling ethics as described in national/ state/district standards4g – Establishing professional collaboration | 2a – Creating an environment of respect and rapport2b – Establishing a positive climate2c – Managing procedures and resources2d – Organizing physical space | 3a – Communicating clearly and accurately3b – Using questioning and discussion techniques3c – Providing feedback and responses to parents, students, and staff3d – Demonstrating appropriate level of responsiveness in advocating for student needs3e – Implementing counseling activities |

**Demonstrating Knowledge of Students (1b)**

Briefly describe the student(s) you will be working with during my observation:

What strategies have you used or will you be using to establish a positive rapport with the student(s)?

**Attach a lesson plan that addresses the following:**

What are your learning outcomes for the lesson?

What do you want the students to understand?

How will you engage students in the learning?

What will the students do?

Provide any worksheets or other materials the students will be using.

List any particular behavior(s) management techniques you would like the evaluator to focus on during this observation.

**Pre-Observation Conference - Librarian/Media Specialist**

Teacher: Grade Level(s):

Observer: Date:

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| --- | --- |
| ***Conversation Components*** | ***Observable Components*** |
| Domain 1Planning and Preparation | Domain 4Professional Responsibilities | Domain 2Classroom Environment | Domain 3Delivery of Service |
| 1a – Demonstrating knowledge of literature and current trends in library/media or educational practice1b – Demonstrating knowledge of current trends in informational andeducational technologiesand in library/media practice1c – Demonstrating knowledge of the school’s program and student information needs within that program1d – Establishing goals for the library program appropriate to the setting and the students served1e – Establishing goals for educational technology appropriate to the setting and the students served1f – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan1g – Planning the library/media program integrated with the overall school program1h – Planning the integration of educational technology within the overall school program1i – Developing a plan to evaluate the library and educational technology programs. | 4a – Reflection on practice4b – Preparing and submitting reports and budgets4c – Communicating with the larger community4d – Participating in a professional community4e – Engaging in professional development4f – Showing professionalism | 2a – Creating an Environment ofRespect and Rapport2b – Establishing a culture for investigation and a love of literature2c – Establishing a culture for technology use and integration of it into the classroom2d – Establishing and maintaining media/educationaltechnology procedures2e – Managing student behavior2f – Organizing physical space to enable smooth flow and optimal access to tools | 3a – Maintaining and extending the library collection and educational technologies in accordance with the school’s needs and within budget limitations3b – Collaborating with teachers in the design of instructional units and lessons3c – Engaging students in enjoyment of literature3d – Engaging staff and students in the successful use of educational technology3e – Assisting students and teachers in the use of technology in the library and throughout the building.3f – Demonstrating flexibility and responsiveness |

**Demonstrating Knowledge of Students (1c, 1d, 1e)**

Briefly describe the students. How do you plan to teach to each student’s level of understanding

**Demonstrating Planning (1g, 1h)**

How does this lesson fit into the school’s overall library/technology program.

**Attach a lesson plan that addresses the following:**

What are your learning outcomes for the lesson?

What do you want the students to understand?

How will you engage students in the learning?

What will the students do?

Provide the address for any websites that students will use and/or any other materials.

**Classroom Environment (Domain 2)**

List any particular environmental factors you would like the evaluator to focus on during this observation.

**Pre-Observation Conference – Therapeutic Specialists**

Teacher: Grade Level(s):

Observer: Date:

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| --- | --- |
| ***Conversation Components*** | ***Observable Components*** |
| Domain 1Planning and Preparation | Domain 4Professional Responsibilities | Domain 2Classroom Environment | Domain 3Instruction |
| 1a – Demonstrating knowledge of current trends in specialty area and professional development1b – Demonstrating knowledge of school & district programs and levels of teacher skill in delivering program1c – Establishing goals for the instructional support program appropriate to setting and teacher served1d – Demonstrating knowledge of resources1e – Planning program integrated with school program1f – Developing a plan to evaluate the program | 4a – Reflection on practice4b – Preparing and submitting budgets and reports4c – Coordinating work with other instructional specialists4d – Participating in a professional community4e – Engaging in professional development4f – Showing professionalism, including integrity and confidentiality | 2a – Creating an environment of trust and respect2b - Establishing a culture for ongoing instructional improvement2c – Establishing clearprocedures to gain access to instructional support2d – Establishing and maintaining professional behavior and interactions2e - Organizing physical space | 3a – Collaborating with teachers in the design of instructional units and lessons3b – Engaging teachers in learning new instructional skills3c - Sharing expertise with staff3d – Locating resources for teachers to support instructional improvement3e – Demonstrating flexibility and responsiveness |

**Demonstrating Planning (1e)**

**Demonstrating Knowledge of Resources (1d)**

**Designing Coherent Instruction (3a)**

**Assessment (1f)**