**Appendix C**

**Pre-Observation Conference – Teacher**

Teacher:

Grade Level(s):

Subject(s):

Observer: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Instruction |
| 1a - Demonstrating knowledge of content and pedagogy  1b - Demonstrating knowledge of students  1c - Setting instructional outcomes  1d - Demonstrating knowledge of resources  1e - Designing coherent instruction  1f - Designing student assessments | 4a - Reflection on teaching  4b - Maintaining accurate records  4c - Communicating with families  4d - Participating in a professional community  4e - Growing and developing  professionally  4f - Showing professionalism | 2a -Creating an environment of respect and rapport  2b - Establishing a culture for learning  2c - Managing classroom procedures  2d - Managing student behavior  2e - Organizing physical space | 3a - Communicating with students  3b - Using questioning and discussion techniques  3c - Engaging students in learning  3d - Using assessment in instruction  3e - 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:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Delivery of Service |
| 1a – Demonstrating knowledge of district curriculum & school programming  1b – Demonstrating knowledge of students (how well do you know your students)  1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques  1d – Demonstrating knowledge of and access to resources  1e – Assessing student learning | 4a – Reflection on practice  4b – Maintaining and using appropriate data to guide practice  4c – Communicating with families about student progress, procedures curriculum and standards  4d – Contributing to the school and district  4e – Growing and developing  Professionally  4f – Demonstrating professional counseling ethics as described in national/ state/district standards  4g – Establishing professional collaboration | 2a – Creating an environment of respect and rapport  2b – Establishing a positive climate  2c – Managing procedures and resources  2d – Organizing physical space | 3a – Communicating clearly and accurately  3b – Using questioning and discussion techniques  3c – Providing feedback and responses to parents, students, and staff  3d – Demonstrating appropriate level of responsiveness in advocating for student needs  3e – 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:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Delivery of Service |
| 1a – Demonstrating knowledge of literature and current trends in library/media or educational practice  1b – Demonstrating knowledge of current trends in informational and  educational technologies  and in library/media practice  1c – Demonstrating knowledge of the school’s program and student information needs within that program  1d – Establishing goals for the library program appropriate to the setting and the students served  1e – Establishing goals for educational technology appropriate to the setting and the students served  1f – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan  1g – Planning the library/media program integrated with the overall school program  1h – Planning the integration of educational technology within the overall school program  1i – Developing a plan to evaluate the library and educational technology programs. | 4a – Reflection on practice  4b – Preparing and submitting reports and budgets  4c – Communicating with the larger community  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism | 2a – Creating an Environment of  Respect and Rapport  2b – Establishing a culture for investigation and a love of literature  2c – Establishing a culture for technology use and integration of it into the classroom  2d – Establishing and maintaining media/educational  technology procedures  2e – Managing student behavior  2f – 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 limitations  3b – Collaborating with teachers in the design of instructional units and lessons  3c – Engaging students in enjoyment of literature  3d – Engaging staff and students in the successful use of educational technology  3e – 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:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Instruction |
| 1a – Demonstrating knowledge of current trends in specialty area and professional development  1b – Demonstrating knowledge of school & district programs and levels of teacher skill in delivering program  1c – Establishing goals for the instructional support program appropriate to setting and teacher served  1d – Demonstrating knowledge of resources  1e – Planning program integrated with school program  1f – Developing a plan to evaluate the program | 4a – Reflection on practice  4b – Preparing and submitting budgets and reports  4c – Coordinating work with other instructional specialists  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism, including integrity and confidentiality | 2a – Creating an environment of trust and respect  2b - Establishing a culture for ongoing instructional improvement  2c – Establishing clear  procedures to gain access to instructional support  2d – Establishing and maintaining professional behavior and interactions  2e - Organizing physical space | 3a – Collaborating with teachers in the design of instructional units and lessons  3b – Engaging teachers in learning new instructional skills  3c - Sharing expertise with staff  3d – Locating resources for teachers to support instructional improvement  3e – Demonstrating flexibility and responsiveness |

**Demonstrating Planning (1e)**

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

**Designing Coherent Instruction (3a)**

**Assessment (1f)**