

GUIDING QUESTIONS

Component One – Planning and Preparation

The questions below are suggestions for stems related to each of the criterion of the components. It is not expected that all questions would be asked during a conference. However, it is expected that information about each of the components be sought during the formative process. These questions provide guidance in how to seek clarification and move toward true evidence to record.

**** Although asking all questions is not an expectation, this component requires deep discussion in order to both acquire and present the evidence. To that end, several questions under each of the headings will deepen understanding.*

Overarching question: *What learning do you anticipate happening during this lesson?*

1a. Selecting Instructional Goals

- How did the teacher select the goals of both the lesson and the sequence of learning?
- Why are these goals appropriate for these students at this time?
- How do the selected goals meet the needs of the diverse learners in the class?
- How did the teacher determine the viable methods of assessing student progress against these goals?
- What will students be able to do when they have achieved these goals?

1b. Designing Coherent Instruction

- How do the activities selected to be used during the instructional lesson and sequence promote the intellectual engagement of the students?
- How does the lesson being observed fit into the overall sequence of lessons to be covered during the learning sequence?
- How does the teacher construct instructional groups to support student learning? What will be the specific grouping for the observed lesson?
- What instructional materials and resources does the teacher plan to use and how will they support student engagement?

1c. Demonstrating Knowledge of Content and Pedagogy

- What are the prerequisite skills that students will have to have to be successful in this lesson? How did the teacher determine those skills?
- What connections within the discipline does the teacher intend to develop? Connections to other disciplines? The real world?
- How does the sequence of learning move the students from easy to hard and/or simple to complex? How will the different needs to students along this continuum be met?

1d. Demonstrating Knowledge of Students

- How does the teacher get to know the students' interest and how is that information used in planning?
- How does the teacher get to know the students' learning styles and how is this information used when planning groups and instruction?
- Why is this learning appropriate for this age group?
- How does the teacher address the needs of language proficiency and students with special needs?

1e. Designing Student Assessments

- How does the teacher plan to use both formative and summative assessment during this learning sequence? How will the information from each source inform future instruction?
- How does the teacher select and communicate the criteria and standards of assessment? How are the students involved in the process?
- How does the teacher determine that the assessment being used are aligned with the goals and will measure what is being taught?
- What assessment adaptations, if any, does the teacher make of ELL and/or students with special needs? Why or why not?