

Agenda for Summative Assessment Pre-Observation Conference Questionnaire

(Evidence of Domain 1)

This information is written up and provided by the teacher/specialist for the Pre-conference with the evaluator prior to each observation. These questions are to serve as a guide in facilitating the discussion. The lesson plan or comparable document, or other forms of evidence selected by the teacher/specialist should also be provided and discussed. The teacher should use the lesson planning style he/she is most comfortable with.

Plan for a Single Observation

What are your Learning Intentions for the students?

How do these reflect

- The Content Standards; specifically the indicators?
- Curriculum Alignment (if applicable)
- The needs of the students?
- Other students' outcomes?

Explain how you plan to **assess** the students' learning. (formative assessment strategies, summative assessments, rubrics, performance assessments, classroom observations, to name a few)

- What procedures will you use?
- What products will be evident?

Describe the **accommodations** in your plan that address the special needs of your students and the diverse population of the group.

Explain how your plan incorporates the **design qualities** to engage the students in the work (if applicable).

- What will you do?
- What will your students do?
- How much time will be used?

Explain the **difficulties** students typically experience in this area.

- How do you plan to anticipate those difficulties, enabling the students to persist with the work?

State the **instructional materials and/or other resources** (if applicable) you will use.

- What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning of this topic/concept?

Explain anything else the observer should know about the session or your procedures.

If the evaluator does not observe this specific session, the teacher or specialist is not expected to repeat the formal pre-observation conference.
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