##### **Model Observation Protocol: Pre-Conference Planning Form**

*This form is not required, but the information provided prior to the observation should cover all the components contained within.*

*The conference may take place face-to-face, Skype, Facetime, Google Hangout, etc.*

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| **Observation Details** | | | | | | | | | | |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/Lesson Objective: | | | |  | | | | | | |
| |  | | --- | |  | | Whole Group | | |  | | --- | |  | | Small Group | | |  | | --- | |  | | One-on-One | | |  | | --- | |  | | Other |

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| **Element** | **Evidence** |
| 1.A.4: Well-Structured Lessons | *Examples Include:*   * *Lesson Plan* * *Lesson materials (e.g., assessment, handouts, etc.)* * *Prior observations and feedback provided to candidate*   *Assessors should refrain from providing substantial feedback on the lesson plan prior to the observation. Reviewing the lesson plan and materials in advance serves only to better position the assessors in collecting focused evidence and providing quality feedback after the observation.* |
| 1.B.2: Adjustments to Practice |
| 2.A.3: Meeting Diverse Needs |
| 2.B.1: Safe Learning Environment |
| 2.D.2: High Expectations |
| 4.A.1: Reflective Practice |

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| **Refinement areas previously identified** |
| *Examples include:*   * *Revisit prior feedback: “After our second observation, we agreed that you would work to [….] so I will be looking for evidence of that in the upcoming observation.”* * *Review the focus Essential Elements: “Also, because this is the third observation, I will also be collecting evidence specifically for element […].”* * *Summarize takeaways from the conversation: “Based on what you shared with me during our conversation, it sounds like you are also looking for feedback on your transitions so I will be sure to make note of those as well.”* |

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| **Questions to ask in pre-conference** |
| *Examples include:*  *General Questions*   * *Tell me about the lesson I will observe.* * *What do you expect students to know and be able to do at the end of the lesson?* * *What kind of background do the students need to have for this lesson?* * *Tell me about any challenges or specific areas of the rubric that you are currently working to strengthen.* * *Is there anything else you would like me to know before the lesson?*   *Standards/Objectives*   * *How will you check for student mastery in the lesson?* * *How will the learning objective be communicated to students?* * *How do you plan to connect the lesson to previous learning?* * *What type(s) of thinking will be evident in the lesson? How will students apply this thinking during the lesson?*   *Lesson Structure and Pacing*   * *Talk about the lesson structure (beginning, middle, and end).* * *Talk about classroom procedures.* * *How is the lesson structured for students that may progress at different learning rates?* * *Talk about any anticipated learning difficulties that may occur during the lesson.*   *Activities and Materials*   * *How do the activities relate to the objective?* * *How will you make the lesson relevant to students?* * *Talk about the grouping that will be used in the lesson to maximize student learning.* * *Talk about the strategies that will be used during the lesson to maximize student understanding.* |