

**SANTA PAULA UNIFIED SCHOOL DISTRICT**

**PRE-OBSERVATION CONFERENCE FORM**

TEACHER NAME: \_\_\_\_\_ SCHOOL/POSITION: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

PRE-OBSERVATION DATES/TIMES: \_\_\_\_\_

STATUS:     \_\_\_ Permanent     \_\_\_ Probationary (1)(2)     \_\_\_ Temporary     \_\_\_ Intern

SCHEDULE/ASSIGNMENT: \_\_\_\_\_

**PRE-CONFERENCE QUESTIONS:**

1.     What do you plan on teaching in this lesson?

2.     What activities will you and your students do?

3.     How will you know if your lesson is successful?

4.     To which CSTA standard(s) would you like me to pay particular attention?

I: \_\_\_\_\_     II: \_\_\_\_\_     III: \_\_\_\_\_     IV: \_\_\_\_\_     V: \_\_\_\_\_     VI: \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

# SANTA PAULA UNIFIED SCHOOL DISTRICT

## **STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**

Using knowledge of students to engage them in learning  
Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests  
Connecting subject matter to meaningful, real-life contexts  
Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs  
Promoting critical thinking through inquiry, problem solving, and reflection  
Monitoring student learning and adjusting instruction while teaching

## **STANDARD II: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully  
Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students  
Establishing and maintaining learning environments that are physical, intellectually, and emotionally safe  
Creating a rigorous learning environment with high expectations and appropriate support for all students  
Developing, communicating, and maintaining high standards for individual and group behavior  
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn  
Using instructional time to optimize learning

## **STANDARD III: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks  
Applying knowledge of student development and proficiencies to ensure student understanding of subject matter  
Organizing curriculum to facilitate student understanding of the subject matter  
Utilizing instructional strategies that are appropriate to the subject matter  
Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students  
Addressing the needs of English learners and students with special needs to provide equitable access to the content

## **STANDARD IV: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction  
Establishing and articulating goals for student learning  
Developing and sequencing long-term and short-term instructional plans to support student learning  
Planning instruction that incorporates appropriate strategies to meet the learning needs of all students  
Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

## **STANDARD V: ASSESSING STUDENTS FOR LEARNING**

Applying knowledge of the purposes, characteristics, and uses of different types of assessments  
Collecting and analyzing assessment data from a variety of sources to inform instruction  
Reviewing data, both individually and with colleagues, to monitor student learning  
Using assessment data to establish learning goals and to plan, differentiate, and modify instruction  
Involving all students in self-assessment, goal setting, and monitoring progress  
Using available technologies to assist in assessment, analysis, and communication of student learning  
Using assessment information to share timely and comprehensible feedback with students and their families

## **STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR**

Reflecting on teaching practice in support of student learning  
Establishing professional goals and engaging in continuous and purposeful professional growth and development  
Collaborating with colleagues and the broader professional community to support teacher and student learning  
Working with families to support student learning  
Engaging local communities in support of the instructional program  
Managing professional responsibilities to maintain motivation and commitment to all students  
Demonstrating professional responsibility, integrity, and ethical conduct