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