

Guiding Questions Related to the four conversations held with new teachers.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

1. How have you displayed solid content knowledge and made connections with other parts of the discipline and other disciplines?
2. How have your plans allowed for students to activate prior knowledge?
3. How do your plans display your search for best practice and anticipate student misconceptions?

Component 1b: Demonstrating Knowledge of Students

1. As you plan your lessons, how do you display an understanding of developmentally appropriate practices?
2. When appropriate how do you use knowledge of students' learning styles in your instructional planning?
3. As you design your lessons, how are those lessons influenced by knowledge of students' skills as evidenced by formative data?
4. How do you recognize and include students' interests and/or cultural heritage as you prepare your lessons.

Component 1c: Setting Instructional Outcomes

1. As you are using the district curriculum, how do you clearly articulate high expectations within your instructional objectives for the students?
2. In what ways, in relation to district curriculum, do your instructional objectives demonstrate what students should know and be able to do and permit appropriate methods of assessment?
3. How do your learning objectives related to district curriculum differentiate for needs of individuals or groups?

4. How do your objectives reflect opportunities for content integration reflected in district curriculum?

Component 1d: Demonstrating Knowledge of Resources

1. In what ways do you seek out teaching resources and who provides these resources?
2. Describe ways you utilize community resources to assist and support students.

Component 1e: Designing Coherent Instruction

1. How do you ensure your progression of learning activities is even, well paced, and reflect recent, professional research?
2. When designing your instruction, how do you decide when you will create varied instructional groups which are appropriate to your different instructional goals?
3. In developing your lesson structure, how do you organize reasonable time allocations for those lessons and allow different pathways to meeting student needs?

Component 1f: Designing Student Assessments

1. How do you ensure your assessment will be aligned in both content and process to instructional goals?
2. As you create your assessments related to standards, how do you clearly communicate to students those criteria?
3. How do you inform students of how they are meeting the established objectives, and how are you using those assessment results to plan for individuals and groups?

DOMAIN 2: THE LIBRARY MEDIA CENTER ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

1. As you are interacting with students, how do you ensure teacher-student interactions are friendly and demonstrate respect?
2. As you create an environment for respect and rapport, how will you establish opportunities for students to genuinely care for each other?

Component 2b: Establishing a Culture for Learning

1. How have you established a culture for learning in which students demonstrate their active participation, showing they value the importance of the content?
2. What do you do to ensure students take obvious pride in their work and initiate improvements which value the importance of high quality products?
3. How does your establishment of instructional goals, activities, interactions, and classroom environment convey high expectations of all students' achievement?

Component 2c: Managing Classroom Procedures

1. When you are deciding how to organize for group work, how are groups managed so groups are engaged at all times?
2. As you transition students from one activity to the next, how have you developed procedures to ensure seamless transitions?
3. Describe your routines for handling materials and supplies which ensures no loss of instructional time?
4. Knowing you value instructional time, how do you perform non-instructional duties which ensure efficient operation?
5. How do you plan and prepare for volunteers and learner support staff so they are productive and impacting student achievement?

Component 2d: Managing Student Behavior

1. How do you convey expectations of appropriate conduct which are clear to all students?
2. As the ultimate goal of student behavior is self-monitoring, how do you remain alert at all times to student behaviors?
3. In responding to misbehavior, how is the student's dignity respected?

Component 2e: Organizing Physical Space

1. How do you organize your room's physical space in order to have optimal learning activities?
2. How do you ensure your organization of physical space creates learning opportunity that is equally accessible to all students?

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Communicating with Students

1. How do you ensure teacher directions and procedures are clear to students and contain an appropriate level of detail?
2. Accuracy and clarity in communication requires vocabulary appropriate to student's age and interest. How do you ensure your spoken and written language is clear and correct?

Component 3b: Using Questioning and Discussion Techniques

1. How do you provide questions which are of high level and quality and utilize adequate time for student response?
2. In what ways do your questioning and discussion techniques lead students to assume considerable responsibility for the success of the discussion?
3. What criteria related to questioning and discussion techniques promote all students' voices being heard in the discussion?

Component 3c: Engaging Students in Learning

1. How do you use examples and analogies to represent the intended content in a way that is appropriate, clear, and links well with students' prior knowledge and experience?
2. What criteria do you use to determine when all students are engaged in the learning activities and assignments?
3. When considering instructional goals of a lesson, how does one create instructional groups to advance student achievement?
4. How does the selection of instructional materials and resources engage students?
5. How do you ensure pacing of the lesson is appropriate for all students and allows time for reflection and closure?

Component 3d: Using Assessment in Instruction

1. Describe how your students know the criteria and performance standards by which their work will be evaluated.
2. When do you decide to take corrective action as you monitor student learning?
3. How do you provide feedback that is timely and valuable to student learning?
4. In what ways do your students assess and monitor their work?

Component 3e: Demonstrating Flexibility and Responsiveness

1. When do you decide to make a minor or major adjustment to an instructional plan in order to improve the lesson?
2. Can you think of a time when you seized a major opportunity to enhance learning, building on a spontaneous event?
3. How do you show persistence in helping students who need additional support?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

1. How do you know your lessons are effective and your learning goals are achieved?
2. In reflecting on a lesson, what other suggestions could improve the lesson if re-taught?

Component 4b: Maintaining Accurate Records

1. How do you rate your system for maintaining information on student completion of assignments?
2. Is your system for maintaining information on student progress fully effective? Why or why not?
3. How is your record system alike or different when maintaining information on non-instructional activities?

Component 4c: Communicating with Families

1. When and how do you decide to provide information to parents about the instructional program?
2. How do you respond to parent concerns?
3. What method do you use to engage families in the instructional program and how do you determine if your efforts are successful?

Component 4d: Participating in a Professional Community (during contract hours/time)

1. In taking initiative to assume leadership among the faculty, what characterizes supportive and cooperative relationships with your colleagues?
2. When you choose to volunteer in some aspect of school life, what levels of

participation make a substantial contribution in relation to service at school?

Component 4e: Growing and Developing Professionally

1. As you engage in professional development opportunities, how do you enhance both your content skills and your pedagogical skills?
2. In initiating service to the profession, what important activities do you consider as professional responsibility?

Component 4f: Showing Professionalism

1. As a teacher leader, what are some ways you show honesty, integrity, and confidentiality in interactions with colleagues, students, and the public?
2. How are you proactive in meeting the needs of individual students?
3. How do you challenge another's negative attitude toward students, particularly students underserved?
4. As you take a leadership role in team or departmental decision making, how do you ensure your input is based upon high professional standards?
5. How can you show leadership in fully complying with school and district regulations?