

Teacher Pre-Observation Form

The Pre-Observation Conference Form provides information about the teacher's lesson to the principal before the classroom observation takes place. It also guides the pre-observation conversation between the principal and teacher so the principal can understand the part of the lesson that will be observed during the observation time period. This form is **completed** by the **teacher AFTER** the pre-observation conference is scheduled, **BUT BEFORE** the conference takes place. Once completed it is submitted in TalentEd to the principal so he/she can review it before the pre-observation conference meeting. The teacher can also upload in TalentEd any materials related to the lesson that he/she would like to share with the principal before the classroom observation.

Grade Level/Subject(s): *

Name of Observer: *

Lesson Topic/Content: *

Questions for discussion:

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1. How does this lesson relate to the Common Core State Standards for college and career readiness, including the ELA Standards for Science, Social Studies, and Technical Subjects; technology literacy standards; Next Generation Science Standards, and other national standards as appropriate, and the Virgin Islands Curriculum Frameworks (Guides4Learning at <http://guides4learning.com/>)? (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction*)

2. How did analysis of classroom student data shape the content of this lesson? (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Objectives*)

3. What are the learning outcomes for this lesson? What will the students learn and be able to demonstrate? (*Danielson Framework Component 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction*)

4. How will the learning outcomes be measured? How will student learning be monitored during the lesson? (*Danielson Framework Component 1f: Designing Student Assessment*)

5. How will students be engaged in the learning? Consider strategies for student participation, use of resources, and lesson design, e.g. individual, small and/or large group instruction. (*Danielson Framework Components 1a: Demonstrating Knowledge of Content and Pedagogy, 1b: Demonstrating Knowledge of Students, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction*)

6. Briefly describe the students participating in this lesson. Describe any unique or special needs.) How will instruction be differentiated to meet the needs of these student? (*Danielson Framework Component 1b: Demonstrating Knowledge of Students, Component 1e: Designing Coherent Instruction*)

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Attachment #2

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