## PRE-OBSERVATION CONFERENCE

Instructional Coach

## Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade Level(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Instructional Plan |

1a. List your instructional goals for staff and students? What do you want the staff to do? (1A & 1E)

1b. Tell how these goals align to how students learn. (1B)

1. Describe your instructional plan. Include instructional strategies, activities, grouping of students, and materials and resources you will use. (1E)

4a. During the observation time, what methods are you using to improve student achievement? (1E)

4b. How will you assess attainment of the learning objective? (1E & 2B)

1. Is there anything else, either about the staff and students you work with which you would like an observer to know? (1B)

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| Domain 1: Planning and Preparation | Domain 2: Classroom Environment |
| 1a. Demonstrating knowledge of current trends in specialty area and professional development |  | 2a. Creating an environment of trust and respect |  |
| 1b. Demonstrating knowledge the school’s program and levels of teacher skill in delivering that program |  | 2b. Establishing a culture for ongoing instructional improvement |  |
| 2c. Establishing clear procedures for teachers to gain access to instructional support |  |
| 1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served |  |
| 1d. Demonstrating knowledge of resources, both within and beyond the school and district |  |
| 2d. Establishing and maintaining norms of behavior for professional interactions |  |
| 1e. Planning the instructional support program, integrated with the overall school program |  | 2e. Organizing physical space for workshops or training |  |
| 1f. Developing a plan to evaluate the instructional support program |  |
| Domain 4: Professional Responsibilities | Domain 3: Instruction |
| 4a. Reflecting on practice |  | 3a. Collaborating with teachers in the design of instructional units and lessons |  |
| 4b. Preparing and submitting budgets and reports |  | 3b. Engaging teachers in learning new instructional skills |  |
| 4c. Coordinating work with other instructional specialists |  | 3c. Sharing expertise with staff |  |
| 4d. Participating in a professional community |  | 3d. Locating resources for teachers to support instructional improvement |  |
| 4e. Engaging in professional development |  | 3e. Demonstrating flexibility and responsiveness |  |
| 4f. Showing professionalism, including integrity and confidentiality |   |  |