Teachers will prepare answers to the **numbered questions prior to the conference.** The questions in **bullets** are guiding questions for you to facilitate the conversation and not required to be answered in writing by the teacher. Teachers may review this guide for preparation.

### Learning Goals and Objectives

1. **What is/are your lesson objective(s)?** *(Components 1A, 1C)*
   - Why did you choose these goal(s) and objective(s)?
   - Where are you in relation to presenting this initial content and mastery?
   - How do you plan to communicate the learning objective to the students?
   - How are you segmenting the learning?
   - How much time are you spending on these goal(s) and objective(s)?

2. **How is/are the lesson objective(s) aligned with state curriculum standards?** *(1A, 1C)*

3. **What data did you use to design this lesson? How did the data influence the planning of this lesson?** *(1B, 1C, 1F)*
   - What kind of background knowledge do the students need to have for this lesson?
   - What sources of student data did you use to determine student performance levels?
   - How do you become familiar with students’ background knowledge, skill levels, experiences, and cultural resources?
   - Why are these concepts and habits appropriate to the students’ learning needs?
   - What difficulties or misunderstandings might students have? How have you planned for those?
   - What are some of the ways that you will make the learning relevant to students?

### Assessment

4. **How will you know if your lesson objective(s) was/were achieved?** *(1F)*
   - How do you plan to provide feedback to the students?
   - How will the students be assessed by both the teacher and by the students themselves?
   - How will accomplishment be recognized?
   - Where have you built in time for student reflection and self-assessment in your lesson?
   - What are some of the questions you plan to ask students during the lesson?
   - How do you expect students to respond to questions—whole class? Individual?
   - How do you ensure that you call on all students?
   - Are there opportunities in the lesson for students to generate questions that would encourage them to think?
### Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (1A, 1D)

- How will you model or explain clear expectations for the students’ learning?
- How will each activity promote rigorous thinking?
- How will students be grouped for learning? How is the grouping related to the intended concepts and habits?
- How will differentiated assistance be provided to individual students, struggling students as well as those needing an extra challenge?
- How will you know when to move from one activity to the next?
- Are there parts of the lesson where you have planned to invoke curiosity, exploration, and discovery?
- Are you using visual aides to help enhance student understanding?
- Choose one activity and talk about the way you plan on presenting this to your students.

Why did you choose these strategies and resources? (1A, 1B, 1D)

- What theories of teaching and learning support this lesson design?

### Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons (Why this lesson? Why now?) (1A, 1E)

- How are you planning to connect what the students will learn to what they have previously learned?
- How will you determine the students’ retention and ongoing application of learning from this lesson?

### Other

7. Please explain any special situations or circumstances of which the observer might need to be aware.

### Feedback

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?