

Classroom Teacher

Pre-Observation Questions

- (1c) What do you want learners to know and be able to do, as a result, of this lesson?
- (1a) What prior knowledge might the learners need to achieve the learning objective?
- (1b) In what ways do you become familiar with student backgrounds and interests?
- (1d) Why did you choose the specific instructional materials for this lesson?
- (1e) In what ways will you use resources, groupings, or activities to engage students in learning?
- (1f) In what ways will *you* know if students have learned the lesson objective?
- (3d) How do you plan to monitor student progress toward the learning objective?

Post-Observation Questions

- (4a) After reflecting on the lesson, what are some things you could do differently, and what are some things you would do the same?
- (3e) How do you plan to support students who did not meet the learning objective?
- (3e) How might you continue to extend the learning for students who have already achieved proficiency?
- (4b) How does your record keeping support all students to progress toward the learning goals?

(4c) What are some ways you provide feedback to students and families?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?

Instructional Specialist

Pre-Observation Questions

(1a) What are some things you do to prepare before observing instruction in a particular content or strategy?

(1b) What might be some ways you identify the needs of each teacher to help them improve their instructional skills?

(1c) What are ways you will help set goals for teachers in need of instructional support?

(1d) In what ways will you identify resources necessary for instructional support?

(1e) How do you assist teachers in need of instructional support?

(1f) What are some ways you will monitor the teacher's progress toward their instructional goals?

Post-Observation Questions

(4a) What are some coaching strategies you plan to use in helping the teacher reflect on the lesson?

(4b) How does your record keeping support all teachers progressing toward improvement goals?

(4c) What does collaboration look like with other specialists and stakeholders to ensure continuous improvement efforts occur?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as a specialist?

(3e) What are some ways you will support the teacher to assist students who have not met the learning objective?

(3e) What are some ways you will support the teacher to extend the learning for students who have already achieved proficiency?

Gifted Coordinator

Pre-Observation Questions

(1c) What do you want learners to know and be able to do, as a result, of this lesson?

(1a) What prior knowledge might learners need to know, to achieve the lesson objective?

(1b) In what ways do you become familiar with student backgrounds and interests?

(1e) In what ways will you use the resources, groupings, or activities to differentiate instruction for all students to achieve the learning outcomes?

(1f) In what ways will you know if students have learned the lesson objective?

(3d) How might students monitor their own progress toward the learning objective?

Post-Observation Questions

(4a) After reflecting on the lesson, what might be some things you would do differently and what might be some things you would do the same?

(3e) What are some things that you noticed about your plan to support students who may not have met the learning objective?

(3e) How might you continue to extend the learning for students who have already achieved proficiency?

(4b) How does your record keeping support all students progress toward learning goals?

(4c) What are some ways that you provide feedback to students and families?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?

Library Media Specialist

Pre-Observation Questions

(1a) How did you determine the appropriate literature and/or technology is used for this lesson that fits into the total library program for both students and teachers?

(1b) In what ways do you become familiar with student backgrounds and interests?

(1c) What are some short- or long-term goals for the library program that are directly connected to this particular lesson and/or activity?

(1d) Prior to this lesson, what are some ways you have collaborated in the development of a program that is reflective of professional and district guidelines?

(1e) What are your considerations for evaluating the effectiveness of the lesson/activity as related to the program?

Post-Observation Questions

(4a) After reflecting on the lesson, what might be some things you would do differently, and what might be some things you would do the same?

(4b) How does your record keeping support all student progress toward learning goals?

(4c) What are some ways you provide appropriate feedback to students and families?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?

(3e) What are some things that you noticed about your plan to support students who have not met the learning objective?

(3e) How might you continue to extend the learning for students who have already achieved proficiency?

Speech Language Pathologist

Pre-Observation Question

(1a) What do you want learners to know and be able to do, as a result, of this lesson?

(1b) What are some ways you become familiar with student backgrounds and interests?

(1c) How does this lesson meet special education laws, rules, and procedures?

(1d) How will you gather and use resources to differentiate instruction for all students to achieve learning outcomes?

(1e) In what ways does your program make connections between classroom content and the area of speech therapy to meet the individual needs of students?

(3b) How will *you* know if students have learned the lesson objective? How will students demonstrate they understand the lesson?

Post-Observation Questions

(4a) After reflecting on the lesson, what might be some things you would do differently and what would you do the same?

(3e) How will you respond to students who did not learn the lesson objective?

(3e) How will you extend the learning for students who have already achieved proficiency?

(4b) How does your record keeping support all student progress toward learning goals?

(4c) What are some ways that you provide feedback to students and families?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?

School Counselor

Pre-Observation Questions

(1c) In what ways does this lesson correspond with overall counseling program goals?

(1a) What are some things you do to determine individual needs of students, to provide differentiated support appropriate to each situation?

(1b) What are some ways you become familiar with student backgrounds and interests?

(1d) How do you go about gathering resources that will enhance the lesson that supports the program?

(1e) As related to your program evaluation, how will you know if the students have benefited from this lesson?

Post-Observation Questions

(4a) After reflecting on the lesson, what might be some things you would do differently, and what might be some things you would do the same?

(3e) What are some things that you noticed about your plan to support students who have not met the learning objective?

(3e) How might you continue to extend the learning for students who have already achieved proficiency?

(4b) How does your record keeping support all student progress toward learning goals?

(4c) What are some ways that you provide feedback to students and families?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?

School Psychologist

Pre-Observation Questions

(1a) In what ways do you utilize local, state, or federal support in providing resources for staff and families?

(1b) In what ways do you become familiar with student backgrounds and interests?

(1c) How might you determine individual goals for each student, to provide differentiated support?

(1d) What are some considerations, when determining appropriate student interventions or supports?

(1e) What steps do you take to evaluate assessment instruments in helping to identify the educational needs of students?

Post-Observation Questions

(4a) After reflecting on your practice, what might be some things you would do differently, and what might be some things you would do the same?

(3e) What are some things that you noticed about your plan to support students who may not have met their needs?

(3e) How might you continue to extend the support for students whose needs have been met?

(4b) How does your record keeping support all student progress toward learning goals?

(4c) What are some ways you collaborate with the school community to support student needs?

(4e) After self-reflection, which professional learning opportunity(ies) should you seek, to continue to develop as an educator?