

## HARLEM SCHOOL DISTRICT #122 EVALUATION PRE-CONFERENCE WORKSHEET

Name \_\_\_\_\_ Area(s) of Certification: \_\_\_\_\_

Total Years Experience: \_\_\_\_\_ Years at Harlem \_\_\_\_\_ Degree(s): \_\_\_\_\_

Purpose of Pre-Observation Conference:

1. Establish communication about what to focus on during observation.
2. Review of evaluation rubric.
3. Gathering of information about professional development.
4. Discussion of how the written lesson plan is applied in the classroom (feedback during process).
5. Set up timeline and dates.

### **PART 1 – Things to Bring to the Pre-Conference:**

1. Please log on to ECS at <https://sec1.isbe.net/ecs/>, print out your Current Credentials and your Professional Development Activity, and bring these reports with you to the pre-conference.
2. This form, completed. (You may be asked to submit this form prior to your pre-conference.)
3. Lesson Plan Book
4. STAR Assessment Reports (K-8) or results of other assessments you use. Be prepared to discuss how you use these assessment results to plan instruction.
5. Math and ELA Pacing Guides, or Department Curriculum or Syllabus
6. IEPs/ 504 information and goal monitoring data you have collected.
7. Other \_\_\_\_\_

**PART 2 - Please complete a brief response for each question. You may bring artifacts to supplement your responses. If you feel that any question does not apply to you, please explain.**

### **DOMAIN 1: PLANNING AND PREPARATION**

How do you use student assessment data to plan for differentiated instruction (content, instructional strategies, resources used) for students of all ability levels? What assessments do you use? How often do you assess? (1f)

What are the backgrounds and interests of your students? What skill levels, cultures, and language proficiencies are you aware of? How do you use this knowledge to plan for your instruction? (1b)

### **DOMAIN II: CLASSROOM ENVIRONMENT**

Are there any behaviors and/or behavior management techniques the evaluator should be aware of during observation ? (2d)

### **DOMAIN III: INSTRUCTION**

How do you design your instruction, activities, and expectations for students with 504 Plans and IEPs? (3e)

What assessments do you use (both formal and informal) to evaluate individual student progress and the progress of the class as a whole? How do you involve students in the assessment of their own progress? (3d)

How do you accommodate and modify assessments for individual students at all ability levels? Please provide specific example(s) you've used in your classroom. (3e)

### **DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

Explain how you track student progress after a lesson, and how you use this information to plan future lessons, as well as to determine what things you might have done differently in the lesson. (4a)

How do you communicate with and engage families in students' instructional program? (4b)

List workshops, inservices, conferences, and coursework you have attended/taken since your last evaluation. Please explain how you determine what your professional development needs are, and how the professional development experiences you've had are aligned with school/district/state/federal initiatives. (4d, 4e) (*You may access your school's School Improvement Plan on the district's website:*

<http://www.harlem122.org/education/components/sectionlist/default.php?sectiondetailid=5&>, and the Harlem School District's Long Range Plan at <http://www.harlem122.org/education/dept/dept.php?sectionid=1238&>.)

Is there any other information related to professional responsibilities you would like to share (i.e., committees, extra-curricular activities, outside teaching, etc.) – OPTIONAL