

Planning Conference

Plan Lessons Together: Be clear in prior session or in scheduling the conference, whether the teacher is to come prepared with a planned lesson, a partially planned lesson, or whether you are planning together.

Lesson Goals:

Questions you might ask: What outcomes do you have in mind for your lesson today? What are your learning objectives for this lesson?

Lesson objective and goals are:

Lesson Plan and Design:

Questions you might ask: Describe the sequence of this lesson. As you see this lesson unfolding, what will students be doing? What is your plan for meeting those goals? What part of this lesson do you think will be most difficult for you? Where in your plan would you like assistance?

Teacher plan is:

Based on the teacher's response, the coach focuses on one or more of the following ideas:

Literacy Content:

Questions you might ask: What skills are being taught in this lesson? How will learning this skill/concept/strategy improve your students' reading or writing abilities? **** If necessary, the literacy facilitator will provide scientifically-based strategies relevant to the literacy content and explain them.**

Context of the Lesson: ****add questions about common core****

Questions you might ask: Where does this lesson fall on your scope and sequence, curriculum, or unit of study? Do any of these concepts and/or skills get addressed at other points?

Prior Knowledge of Students:

Questions you might ask: What prior knowledge do your students have that is relevant to this lesson? What concepts have you already explored? What do you think students will find difficult or confusing?

Implementation of the Lesson:

Sample questions a talk through specifics of the lesson plan:

- a) Ask for specifics: Tell me what examples you will use; Let's go through the poem you will use; Talk me through how you will do this.
- b) Scaffold, don't just give teachers the answers. Work to find the right balance between asking questions and telling/giving information.
- c) How will the lesson proceed? Will you talk me through it?
- d) What grouping structure will you use and why (independent, partners, small group)?
- e) How will you explain the purpose of the lesson so that students understand the objectives?
- f) How do you plan to help students who have difficulty?
- g) How much time do you predict will be needed for each part of the lesson?

Evidence of students' understanding and learning

Questions you might ask: What will students say or do that will demonstrate their learning? How will students be held accountable for their learning? Where in the lesson will you check for student understanding?