

Preconference Guidance Document

(1.1) How are your student's developmental levels used in planning your lesson?

(1.2) Which instructional strategies and activities support learning and language acquisition for students?

How is current research being used in the development of this lesson?

(1.3) How will instruction be modified to meet the diverse needs, strengths, and interests of all students?

(1.4) Describe your modes of contact with families. What have you learned from the communication with parents? How has it impacted your instruction and student learning?

(1.5) How has your knowledge of the community and of student's personal experiences contributed to your plans for this lesson?

(1.6) Explain how you routinely use technology and other 21st century skills in your classroom. How are you teaching your students to be critical users of information?

- (2.1) For this lesson, what are the key concepts, vocabulary, and themes in this discipline and how are they connected? What methods of instruction will be implemented in this lesson to support current pedagogy?

- (2.2) How will you plan to connect concepts within and across disciplines and engage learners in critical and innovative real world problem-solving?

- (2.3) What strategies will allow students to engage in self-directed learning and make connections to their life experiences?

- (2.4) How do the goals and expectations align with the objectives and learning standards? How will the students be able to achieve these?

- (2.5) How do you connect student's prior knowledge, or lack thereof, and relate it to new material?

- (2.6) How will you allocate time, materials, and resources to achieve the learning goals of this lesson?

(5.1) List all formative and summative assessments aligned to your learning goals. What formats will you use to document student performance?

(5.2) How are you using assessment data to design differentiated instruction? How do the students engage in self-assessment activities?