



US PREP

TEXAS TECH
College of Education

Pre-Conference Protocol: Planning Guide

“Educational equity ensures that all children- regardless of circumstances- are receiving high-quality, grade-level, and Standards-aligned instruction with access to high-quality materials and resources” (UnboundEd, 2018).

During performance assessment cycles (pre-conference, observation, and post conference), teacher candidates greatly benefit from highly effective coaching that occurs during pre- and post-conferences. Performance assessments support coaches in progress monitoring each teacher candidate’s instructional practices and content knowledge development according to the levels identified in the teaching framework (rubric) adopted by the Teacher Preparation Program.

Pre-conferences also provide coaches the unique opportunity to promote and lead novice educators in thinking, planning, and assessing with equity in mind. One overarching goal of pre-conferencing novices during the performance assessment cycle is to ensure they develop skills and practices in providing educational equity in their classrooms.

The pre-conference provides coaches an opportunity to support teacher candidates with content-specific coaching aligned to the state standards and pedagogical coaching aligned to the university's adopted teaching framework.

Pre-Conference Planning Guide	Notes
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	<p>materials/resources were selected (<i>i.e. provided in school curriculum, online research, mentor teacher, etc.</i>).</p> <p>Sample Coaching Questions:</p> <ul style="list-style-type: none"> ○ How are the materials/resources aligned to the grade-level state standard? ○ How/why will materials/resources be differentiated in order to support ALL students in accessing grade-level content? 	
<p>Step 4:</p> <p>Instructional Design</p> <p>5-10 minutes</p>	<p>Preparation: Teacher candidate comes prepared to share and discuss the lesson design and sequencing.</p> <p>Purpose: Discuss the lesson structure, instructional strategies to be implemented, and the strategic and authentic connections to students' cultural heritage and interests.</p> <p>Process: Teacher Candidate will explain how the lesson sequence increases in complexity as the lesson progresses - - scaffolding for ALL students.</p> <p>Sample Coaching Questions:</p> <ul style="list-style-type: none"> ○ How will specific instructional strategies be utilized to teach the objective? ○ How will student heritage and interests be incorporated into the lesson (<i>make connections to student perception survey data if available</i>)? ○ How will students learn and have opportunities to use content-specific language in the lesson? 	<p>Planning Notes:</p> <p>Meeting Notes:</p>

