

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

	Preparation: Teacher candidate brings all of the following to	Planning Notes:
	the pre-conference:	
	Access to state standards	
	Completed lesson plan	
	Teacher evaluation instrument	
	Assessment sample (completed at proficient level)	
	• <u>Student Achievement Chart (SAC)</u> :	
	o proficiency levels identified	
	o pre-test scores and student names	
	Lesson materials (i.e. texts, manipulatives, links to	
Step 1:	websites/videos/apps, etc.)	Meeting Notes:
	Ability to articulate most recent reinforcement and	
Opening	refinement areas (performance assessments 2 and	
3-5 minutes	onward)	
	If applicable, Student Perception Survey Progress	
	Report Results (performance assessments 2-4 only)	
	If applicable, knowledge of tools:	
	 Knowledge of Standards 	
	 Knowledge of Curriculum and Resources 	
	 Knowledge of Students 	
	 Knowledge of Self 	
	Purpose: The opening is an opportunity for the Site	
	Coordinator and Teacher Candidate to build rapport and set	
	the tone for the pre-conference.	

	Preparation: Teacher candidate reviews the prior, current, and upcoming state standards so that TC is prepared to discuss.	Planning Notes:
	Purpose: Ensure Teacher Candidate has a clear understanding of the state standard and the scope and sequence of related learning.	
	Process: The process of coaching a candidate in their knowledge of standard(s) might include prompting, discussion, and/or support in the following ways:	
Step 2:	Scope & Sequence of the standard addressed in the upcoming lesson. The candidate and coach can ground their discussion in the student outcomes by leveraging the candidate's completed Student Achievement Chart)	
Standards and Objectives 10-15 minutes	 Sample Coaching Questions: What was taught before the upcoming lesson? Student outcomes (refer to SAC)? What will be taught after the observed lesson? Expected outcomes? Was this standard addressed in prior grade levels? What is the difference in rigor? 	Meeting Notes:
	Objective(s) & Sub-objective(s) for the upcoming lesson and the alignment to the state standard.	
	 Sample Coaching Questions: Explain how the objective is aligned to the state standard? What will students know, understand, and be able to do by the end of this lesson? 	

• How will students make connections to their

prior learning?

Step 3: Assessment and Materials 10-15 minutes	Preparation: Teacher candidate reviews state standard and develops lesson objective(s) that align with the state standard. Purpose: Ensure alignment of the assessment and instructional materials to the lesson objective, state standard, and student needs. Process: The process of coaching a candidate in their assessment and materials might include prompting, discussion, and/or support in the following ways: Teacher candidate will share about their: Assessment. The candidate and coach can review the completed assessment at the proficient level. Discussion should be grounded in student outcomes leveraging the candidate's completed Student Achievement Chart. (See example SAC charts: Middle School Literacy, Middle School Writing, Elementary Math) Sample Coaching Questions: How are the assessment, standard, and objective aligned? (specific attention to verbs) How will formative assessment be used to check for understanding throughout the lesson? How will you differentiate the assessment(s)? (Cite evidence from the SAC and the teacher's	Planning Notes: Meeting Notes:
	 aligned? (specific attention to verbs) How will formative assessment be used to check for understanding throughout the lesson? How will you differentiate the assessment(s)? 	
	Materials. The candidate will explain the materials/resources students will have access to throughout the lesson including the lesson structure (direct instruction, gradual release, 5Es) and how	

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	materials/resources were selected (i.e. provided in school curriculum, online research, mentor teacher, etc.). Sample Coaching Questions: 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?	
Step 4: Instructional Design 5-10 minutes	Preparation: Teacher candidate comes prepared to share and discuss the lesson design and sequencing. Purpose: Discuss the lesson structure, instructional strategies to be implemented, and the strategic and authentic connections to students' cultural heritage and interests. Process: Teacher Candidate will explain how the lesson sequence increases in complexity as the lesson progresses scaffolding for ALL students. Sample Coaching Questions: How will specific instructional strategies be utilized to teach the objective? How will student heritage and interests be incorporated into the lesson (make connections to student perception survey data if available)? How will students learn and have opportunities to use content-specific language in the lesson?	Planning Notes: Meeting Notes:

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Step 5: Instructional Delivery and Refinement Rehearsal 10-15 minutes	Preparation: The candidate comes prepared to rehearse their plan for modeling for students (content). The candidate comes prepared to rehearse actions they will take to demonstrate improvement in their prior refinement area. Purpose: Provide a safe environment to rehearse their planned instructional model and receive feedback. Process: The process of engaging a candidate in rehearsals allows for safe practice and targeted feedback. Choose one or two rehearsal and feedback focus areas depending upon the needs of the candidate. Below are some examples: Sample Rehearsal focus areas: • Tier I (procedural)- candidate rehearses how they plan to explain directions for tasks and/or transitions during the upcoming lesson • Tier II (metacognition)- candidate rehearses how they plan to make their thinking visible and comprehensible for students • Previous POP/ walkthrough refinement areacandidate rehearses how they will demonstrate application of feedback and improvement in refinement area • Behavioral expectations- candidate rehearses how they will introduce and maintain behavior expectations throughout the upcoming lesson	Planning Notes: Meeting Notes:
Optional Conferencing Resources	 Coaching Toolkit: <u>Link</u> Pre-Conference Coaching Guide for the Instructional Coach: <u>Link</u> 	

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