

PREOBSERVATION INTERVIEW



Candidate Name: _____ Candidate PIN or SSN#: _____

Assessor Name: _____ Assessor ID #: _____

Date of Observation: ____/____/____ Interview Start Time: ____/____ Interview End Time: ____/____
Month Day Year Hour Minute Hour Minute

Please use a **PEN** and **PRINT** your responses in the space provided. Respond to all questions.

Introduce yourself and explain the purpose of the interview. Return the class and instruction profiles to the candidate.

1. I've reviewed your **CLASS** and **INSTRUCTION** Profiles. Please take a few moments to look them over and tell me if there have been any changes in these since you completed them.

Review the student learning **GOALS** from the **INSTRUCTION PROFILE** (question 1) with the candidate. If the goals are stated as activities, probe for clarity: "what is the purpose of the activity?" or "what do you want the students to learn from the activity?" Make notations directly on the **INSTRUCTION PROFILE** form. Then ask the candidate the following question.

2. Why have you chosen these goals?

3. Think about the structure or organization of the subject/discipline as a whole. How does this particular lesson reinforce your students' previous learning and how will it aid future learning of this subject/discipline? How does the content of this lesson fit within the structure of the subject/discipline as a whole?

NB to assessors: rather than reading the question with the phrase "subject/discipline" insert the name as appropriate e.g. math, social studies etc.

- 4 a. What specific **PRIOR KNOWLEDGE** and **SKILLS** do students need in order to be successful in reaching the learning goal(s) of the lesson?
- b. How do you become **FAMILIAR** with the **PRIOR KNOWLEDGE** and **SKILLS** your students bring to this and other lessons?
- c. Why is it important to become familiar with the **PRIOR KNOWLEDGE** and **SKILLS** of your students?

Review Question 2 in the **INSTRUCTION PROFILE** with the candidate and ask the following questions.

- 5 a. How do you become familiar with your students' **background knowledge and experiences** (e.g., cultural background, interests, motivation to learn, developmental levels, skills, and prior knowledge of the subject)?
- b. Why is it important to become familiar with your students' background knowledge and experiences?
- c. Give me a specific example of students' background knowledge and/or experiences that you became familiar with from the approaches you just outlined. How did you use that information to guide or shape your instruction?

Review the **TEACHING METHODS** from the **INSTRUCTION PROFILE** (question 5) with the candidate and probe for clarity, making notations directly on the **INSTRUCTION PROFILE** form. Then ask the candidate the following questions.

6. Why are these teaching methods appropriate for the whole class, for individuals or for groups of students? How do these teaching methods help you achieve the learning goals you set for your students?

Review the learning **ACTIVITIES** from the **INSTRUCTION PROFILE** (question 6) with the candidate and probe for clarity, making notations directly on the **INSTRUCTION PROFILE** form. Then ask the candidate the following question.

7. Why are these activities appropriate for the whole class, for individuals or for groups of students? How do these activities help you achieve the learning goals you set for your students?

Review **MATERIALS** the candidate has identified in the **INSTRUCTION PROFILE** (question 7) and probe for clarity, making notations directly on the **INSTRUCTION PROFILE** form. Then ask the candidate the following questions.

8. Why are these instructional materials appropriate for the whole class, for individuals or for groups of students? How do these instructional materials help you achieve the learning goals you set for your students?

Review the **EVALUATION PLAN** from the **INSTRUCTION PROFILE** (question 9) and probe for clarity, making notations directly on the **INSTRUCTION PROFILE** form. Then ask the candidate the following questions.

9. How does your evaluation strategy help you determine if each student has met the learning goals for this lesson? Why is your evaluation strategy appropriate for your students? How will you use this information?

If student outcomes are not going to be evaluated during today's observation, ask the following questions:

When will the evaluation take place? How will your evaluation strategy help you determine if each student has met the learning goals for this lesson? Why is your evaluation strategy appropriate for your students? How will you use this information?

REMINDER: Collect the Class and Instruction Profiles from the candidate at the end of the interview.