

# Pre-Observation Conference Guide

Location of the Observation:

Content Area:

Instructional Objective(s):

## Understanding the Observational Setting

*Research shows that the setting of instruction influences the practices special educators use when teaching. We recommend that observations take place in the setting in which the special educator most frequently works with students with disabilities so that observers can give feedback on their typical practice. The following prompts will help the special educator discuss the question of setting with their observer prior to their observation.*

**Please indicate the setting in which you will be observed.**

- |   |   |
|---|---|
| <input type="checkbox"/> Inclusive: Co-taught whole group   | <input type="checkbox"/> Resource Room  |
| <input type="checkbox"/> Inclusive: Working in small groups | <input type="checkbox"/> Self-Contained |

**Is this a setting in which you normally work with these students?** *We recommend you be observed in the setting in which you normally work with these students.*

- Yes     No

**In thinking about the students you will be working with in your observation, do you provide all of their instruction in the content area your administrator will be observing?**

- Yes     No

**What content area does this lesson address?**

- |  |   |
|--|---|
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Science  |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> Social Skills                                  |
| <input type="checkbox"/> Social Studies        | <input type="checkbox"/> Other (briefly describe): <input type="text"/> |

**Is there anything else you would like to share with your observer about the instructional setting in which you will be working during your observation?**

**Group Composition**

*Group size and composition are important parts of successful instruction for students with disabilities. Yet, this is not always something special educators are able to control due to scheduling constraints in schools. The following prompts will help the special educator discuss the question of grouping with their observer prior to their observation.*

How many students are in the instructional group?

What informed your decisions about group size and/or composition?

- Schedule
- Assessment data
- Student needs
- Student behavior
- Other (briefly describe):

**Is there anything you would like to share with your observer about the grouping strategies you will be using during this lesson?**

**Students' Individual Needs**

*The unique individual needs of students with disabilities often necessitate specialized supports during instruction. Consider the specific students the special educator will be working with during the scheduled observation. Does an observer need to know anything specific about this group of students so they can better understand the instruction?*

**In this lesson, the following academic and/or behavioral needs influence instruction:**

**In this lesson, I have the following academic/behavioral supports in place to facilitate learning:**

**Is there anything else relevant to this lesson that you would like to share with your administrator about your students' IEPs, their strengths, or their needs prior to your observation?**

**Curriculum & Instruction**

*Special educators often work on specific aspects of content with their students as opposed to the whole curriculum. In which content area does the special educator typically instruct these students? We recommend the special educator be observed teaching this aspect of the curriculum.*

**Which statement best describes the curriculum you will be using during your observation?**

- The curriculum is provided to me (e.g., Wilson Reading, Do the Math).
- I created the curriculum to target the specific needs of my students.
- The curriculum is modified from the general education curriculum.
- Other (briefly describe):

**Select the statement that best applies to the curriculum you are using in your lesson.**

- The curriculum I use is highly structured and/or scripted and it involves little decision making on my part (if scripted, I follow it word for word).
- The curriculum I use provides structure for my lessons and/or is scripted. However, I can still make decisions to include strategies and activities that are appropriate for my student(s), or use the script as a guide.
- Not applicable; I am not using a structured and/or scripted curriculum.

**Is there anything else you would like to share with your observer about the curriculum you will be using during your observation?**

**Is there anything you would like to share with your observer about the strategies or tools you will be using during this lesson and why you've chosen them?**