Danielson Framework

Pre-Observation Interview Questions

This document can be used by faculty members or mentor teachers to gather evidence to support the various Domains within the Danielson Framework. This planning conference can be done face-to-face, or you can have the candidate respond to one or more of the questions electronically before observing them teaching a lesson. Responses to the questions can serve as one piece of evidence when evaluating candidates using the Danielson Framework. Some of the questions can also be used when analyzing lesson or unit plans created by teacher candidates to support P-12 student learning outcomes. It is suggested that faculty (or mentor teacher) decide if one or more of the following questions will be helpful before an observation or as an opportunity to understand how the candidate thinks about the key components essential for planning a high-quality experience that will have a positive impact on P-12 students.

1. How does the learning experience “fit” in the sequence of learning for the class? (1b, 1e, 1a)
2. How will this lesson support PA standards? (1a)
3. How will you differentiate support to address all learners? (1c)
4. What do you want students to know and understand? (1c, 1f)
5. What do you know about students’ cultural backgrounds, interests, language proficiencies that support the development of the learning experience? (1b, 1a, 4d)
6. What is the rationale for selecting the resources within your learning plan? How will the resources support the learning outcome? (1d)
7. How will you assess students’ knowledge throughout the lesson or unit? How will you know if students learned what you intended? (1f)
8. How will you engage students in the learning experience? What will you do? What will students do? (1d, 1a, 1e)
9. Describe the instructional strategies that will be used to meet the lesson objectives. (1a, 1b)
10. How will you establish routines and procedures (transitions, communication to students about acceptable behavior during individual and group work, etc.)? (2a)
11. How will you model and acknowledge appropriate behavior in a classroom? (2c)
12. How will you organize the classroom (if appropriate) to support teaching of learning (grouping of students, circles, etc.)? (2e)