EvaluWise®

Question Repository for Pre-Observation/Post Observation Forms:

When creating a pre-observation/post-observation form linked to a rubric there is now a question repository. These repositories house common questions based off common pre/post questions. There are banks of questions dedicated to pre-conference questions, and post conference. When creating the form, the button can be located under the last question of the form.   (see Figure 13)
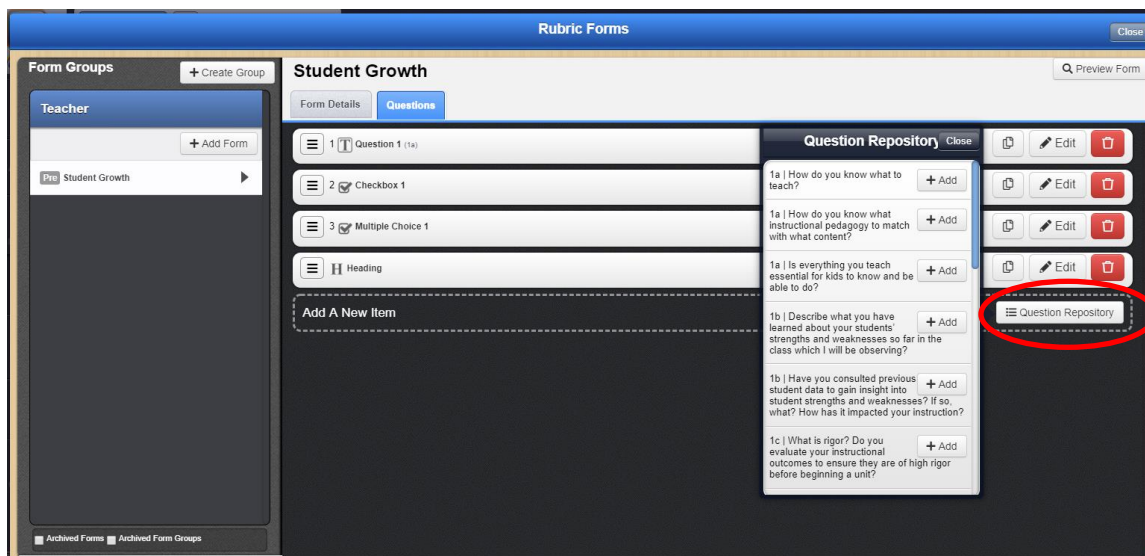

Figure 1

The following figure is a closer view of a few of the questions themselves. These questions are automatically paired to common components we see in many rubrics. (see Figure 14)
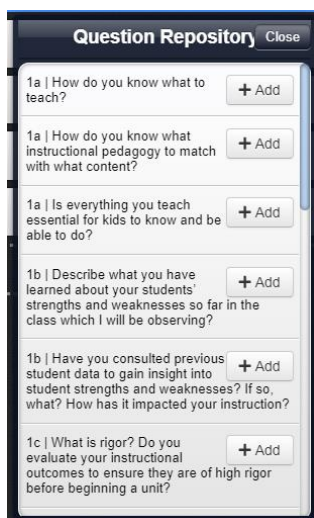

Figure 2

List of Questions in Pre-Conference Repository:

- How do you know what to teach? – 1a
- How do you know what instructional pedagogy to match with what content? – 1a
- Is everything you teach essential for kids to know and be able to do? – 1a
- Describe what you have learned about your students' strengths and weaknesses so far in the class which I will be observing? – 1b
- Have you consulted previous student data to gain insight into student strengths and weaknesses? – 1b
- If so, what? How has it impacted your instruction? – 1b
- What is rigor? – 1c
- Do you evaluate your instructional outcomes to ensure they are of high rigor before beginning a unit? – 1c
- Are your outcomes assessable? – 1c
- What percentage of the outcomes for this unit would you say are higher order? – 1c
- What percentage of the assessment do you believe to be higher order in nature? – 1c
- What role does knowing your students play in determining specific outcomes? – 1c
- What resources do you access for planning and/or to promote student learning? – 1d
- What do you do to enhance your own content and pedagogical knowledge? – 1d
- Is every learning activity for the unit directly aligned to a pre-determined essential outcome? – 1e
- Are all learning activities rigorous? – 1e
- Explain to me how you differentiate? – 1e
- How do you use instructional groups in your teaching? – 1e
  Do you create unit plans? Can I see any of them? – 1e
- Are all instructional outcomes assessed? – 1f
- Do you adapt assessments for individual students? – 1f
- Is it clear what outcomes are being assessed when evaluating an assessment? – 1f
- What is your philosophy on re-takes? – 1f
- What is formative assessment – how do you use it? – 1f

List of Questions in Post-Conference Repository:

- How do you know what to teach? – 1a
- How do you know what instructional pedagogy to match with what content? – 1a
- Is everything you teach essential for kids to know and be able to do? How do you know? – 1a
- How does this lesson tie into previously taught curriculum and link to that which will be taught in the future? – 1a

- Describe what you have learned about your students' strengths and weaknesses so far in the class which I will be observing? Is learning done systematically and throughout the year or is it a one-time activity? – 1b
- What should the average (x) year old student be able to do? How do students of (x) age learn best? – 1b
- Have you consulted previous student data to gain insight into student strengths and weaknesses? If so, what? How has it impacted your instruction? How has data generated in your class impacted instruction? – 1b
- Pick one student from your roster randomly (typically done by administrator)– and tell me how you know them as a human being. – 1b
- How is this class similar or different than those you have taught in the past? – 1b
- Why does understanding your students at a deeper level matter? – 1b
- Briefly describe the students in this class. Examples of great descriptors extend beyond gender, disability, and race. – 1b
- What is rigor? – 1c
- What are the objectives and learning targets? – 1c
- How will you communicate objectives and learning targets to the students? – 1c
- Why is this outcome valuable for students to know? Can they be a successful (x) grader if they do not master this concept? – 1c
- Do you evaluate your instructional outcomes to ensure they are of high rigor before beginning a unit? – 1c
- How do you determine your outcomes assessable? How do you ensure that your outcomes throughout the course of a unit/semester/year can be assessed in a variety of ways? – 1c
- What percentage of the outcomes for this unit would you say are higher order? – 1c
- What percentage of the assessment do you believe to be higher order in nature? – 1c
- What role does knowing your students play in determining specific outcomes? – 1c
- Why would you ever differentiate the desired outcome for a lesson? When have you done it in the past? What did you learn? – 1c
- LOADED QUESTION – Outside of the scope and sequence and CCSS explain to me why you personally feel this outcome is valuable for kids? – 1c
- What resources do you access for planning and/or to promote student learning? – 1d
- Simply, how does your planning extend beyond the four walls of this school? – 1d
- How do you determine the effectiveness of the materials and supports you find outside of the 'traditional' approach? – 1d
- What do you do to share new ideas with colleagues once you have found them? – 1d
- What do you do to enhance your own content and pedagogical knowledge? – 1d
- When would you provide texts at differing levels? – 1d
- Do you ever have other experts in the room besides you, when is that appropriate and how do you make that decision? – 1d

- How do you leverage the internet for resources and how do you engage students in curating information from the internet? – 1d
- Do you have any systematic approach to link kids to resources outside of the ones provided in class, i.e. textbooks, STAR, MAPS, etc.? – 1d
- What will you do to cognitively engage the students? What will you do, what will they do? – 1e
- How does student grouping support the desired outcome for the lesson? -1e
- Is every learning activity for the unit directly aligned to a predetermined essential outcome? -1e
- How do you know how to pace the lesson/unit in order to ensure that learning is fixed and not variable? -1e
- Are all learning activities rigorous? -1e
- Explain to me how you differentiate? -1e
- How do you use instructional groups in your teaching? -1e
- Do you create unit plans that incorporate differentiated activities? Do you have separate resources and supports for students to consult as a result of this planning? Can I see any of them? -1e
- Are all instructional outcomes assessed? – 1f
- Do you adapt assessments for individual students or groups of students? – 1f
- Is the rigor of the assessment aligned with the instruction provided? – 1f
- Why is it important for students to be exposed to the types of questions on the assessment throughout the unit? How do you ensure this occurs? – 1f
- Is it clear what outcomes are being assessed when evaluating an assessment? – 1f
- What is your philosophy on re-takes? – 1f
- What is formative assessment – how do you use it? – 1f
- Is questioning used as a process of formative assessment or are they simply verbal pauses? How do you plan for that systematically? – 1f
- With what degree of accuracy can you predict student performance on an assessment? How does that impact your behavior? – 1f
- How have you demonstrated you are willing to change your plans based on feedback received through formative assessment? – 1f
- How do your behaviors and interactions with kids show a deep connection? – 2a
- What do you believe the importance is of building relationships with students within your classroom? – 2a
- Do you have a better relationship with some students compared to others? Are you actively strategizing on how to improve marginal relationships? – 2a
- How can you create a culture where students hold themselves AND others accountable for the climate of the classroom? Is your class at an 'elite' level in this regard? – 2a
- Do you do anything to try to measure this systematically? – 2a
- Tell me a success story about how your in-class relationship with a student has led to increased productivity and student outcomes? – 2a

- When is sarcasm appropriate to use with kids? How do you know? – 2a
- What strategies do you use to promote positive behaviors with kids while promoting and preserving the student's dignity? – 2a
- Do you believe that this learning is essential? – 2b
- Do you believe your kids think you believe this learning is essential? – 2b
- Do you believe your kids think this learning is essential for themselves? – 2b
- How do students know what high quality work looks like? – 2b
- How do you foster grit and growth mindset within your kids? – 2b
- Can you demonstrate that you believe hard work is going to equate to success without true differentiation? – 2b
- Are you creating obstacles to ensure student failure so they can create intrinsic motivation and grit? – 2b
- Do your actions throughout the class indicate that you think all students can master the material presented? – 2b
- Do you act as though you mutually own student progress toward mastery or is the belief demonstrated that 'I teach it – you learn it' – 2b
- Do you examine everything you do to ensure you are maximizing time? What is an example of a change you have made? - 2c
- Are students capable of leading activities such as passing out papers, collecting papers, doing attendance, etc.? - 2c
- How do you design classroom procedures so that they do not only 'not waste time' but also add to the educational experience for kids? - 2c
- Do classroom routines reflect any student ownership of the space? How can you create this ownership and a student-led feel? - 2c
- How did you classroom procedures (routines, transitions, student movement and configuration) enhance or detract from the lesson? - 2c
- How do you communicate to students the standard for behavior? Do they have any voice in this process? – 2d
- How do you take into account track records and personalities when determining how and when to remediate negative behavior? – 2d
- Who is the most challenging student you work with behaviorally? What are the strategies you have used to attempt to connect with that student? – 2d
- Does movement play a part in your classroom management strategy? Why and how? – 2d
- Would students say you treat everyone fairly? Is that a goal of yours or not? – 2d
- Should students play any role in maintaining the order of a classroom through peer intervention? How do you promote that? – 2d
- How do you know when and why to best leverage technology and the tech tools in your classroom? – 2e
- Do you have enough space and resources in your room to do your job to the best of your ability? What would you change if you could? – 2e

- Have you critically thought through your seating arrangement? What outcomes are you trying to achieve by leveraging your current strategy? – 2e
- How and why do you attempt to make your classroom a pleasant and inviting atmosphere for your students? – 2e
- Why is a "stand-and-deliver" format (or any other instructional technique used) the best way to introduce this concept? – 3a
- What do you think the results would have been if I asked a random subset of kids throughout the lesson what they are learning and why is that important? – 3a
- How have you found the best way to convey directions to this group of kids is? Have you tried anything different and how did you measure success? – 3a
- How are you intentional and thoughtful about how you explain content to students? Do you script portions of the lesson focusing on figurative language, metaphors, comparisons, etc.? – 3a
- How do you think your own comfort with the material has influenced your choice of instructional strategies? – 3a
- Is it important for kids and parents to know the expected outcomes of each lesson/unit? – 3a
- What do you think would happen if you restated your classroom goals as questions? – 3a
- What strategies have **you used in the past** to engage students in the questioning and discussion? – 3b
- Independent of the observed lesson, explain to me a way you can intentionally engage all students in a discussion around a given topic – 3b
- Do you fundamentally believe that all students should have the right to speak in class every day? How can you plan to achieve this end? – 3b
- Do you script questions? What things do you consider when doing so? – 3b
- Do you believe you have the talent or skill to both scaffold questions for students to assist understanding and preserve dignity and to probe for deeper answers? – 3b
- When is it appropriate for a response to a question to change the course of a lesson? – 3b
- Are you strategic about who answers what question? – 3b
- Is it ever ok to give a student the answer to a question before asking it? When? How would you do so? – 3b
- Why do you ask questions? – 3b
- What prevents us from asking open-ended questions? – 3b
- What percentage of questions should be higher order compared to lower order? – 3b
- Do you believe that you must be the primary "questioner" or is that a role of students? How do you foster students' abilities to question and drive discussion? – 3b
- What is the appropriate amount of wait time after asking a question? – 3b
- When is it appropriate to answer a question you asked? – 3b
- What would an observation of questioning and discussion **look like** if 100% of the students were engaged? – 3b
- In **your ideal class** how would students demonstrate intellectual engagement? – 3c

- How do you differentiate between a student who is engaged and a student who is compliant? – 3c
- Can students be engaged when using low-level thinking skills (Bloom's, DOK) – 3c
- Did the desired outcome and corresponding activities lead to most students turning in a similar product? If so, can that truly be an engaging activity for students? Explain. – 3c
- Why is student voice important? How did this lesson demonstrate that belief? – 3c
- If you changed the materials and resources being used, how would it have increased or decreased engagement? – 3c
- What about student levels of engagement informed your ability to determine when the appropriate time to move forward to a different segment of the lesson? – 3c
- Do you believe it is important that every student is engaged, every day? – 3c
- What role does choice play in engaging students? Why? How do you ensure this happens? – 3c
- In what ways did the resources, activities, and/or instruction engage students? What evidence do you have that this is the case? – 3c
- *How did you feel* about the level of student engagement in this observation? – 3c
- What was your intention when you assigned students to oversee the group activity in this assignment? – 3c
- What effect did your pacing have on the level of student engagement? In what ways would that have changed if you changed the pacing? – 3c
- What would have to change for students to take more ownership of their learning? – 3d
- Can students accurately predict their upcoming performance on assessments? – 3d
- Why should students or why should they not have greater voice in what is assessed and how? – 3d
- What do the students think is quality work? How do you know? – 3d
- What would understanding of this concept look like? How would you know students have "gotten it"? How would the students know? – 3d
- Do you leverage assessment to help students' practice being more metacognitive? – 3d
- What did you learn from informal assessment during the lesson? How did that impact your instruction or pacing? – 3d
- Is it your responsibility to ensure that all feedback provided points the student toward mastery of a concept or skill? How do you accomplish that? – 3d
- Are your students' grades reflective of what they know and are able to do? Give me an example of someone who gets good grades, but you are unsure of their level of proficiency. – 3d
- When would you abandon the pacing guide and re-teach to the whole group or groups of students based on assessment results? – 3d
- What do you believe is the purpose of feedback? Why? How do you ensure that your are providing timely and appropriate feedback to students? – 3d
- Were you surprised by the results of any formative or summative assessments? – 3d
- Why would you make an adjustment to a lesson? How often does this occur? – 3e
- How do you know when to abandon the pacing guide and re-teach to the whole group or groups of students based on assessment results? – 3e

- What is the greatest success you have had in taking advantage of an unplanned teachable moment? – 3e
- How do you know that you should move on from a lesson? – 3e
- In what way do you incorporate your knowledge of students, their individual interests, and cultural heritage into the construction of and implementation of instruction? – 3e
- If you teach multiple 'editions' of the same lesson each day, how do you know when to adapt it from Period (x) to Period (y)? – 3e
- Have you ever leveraged technology (YouTube, etc.) to explain a concept student did not understand when you first introduced it? If not, when would that be appropriate/inappropriate? – 3e
- In order to be flexible, you have to first understand something is not working well OR as well as you want. How do you keep track of that in 'real time'? – 3e
- Why is reflection important to you? – 4a
- How do you (on a typical day) reflect on your performance? – 4a
- What role does student 'happiness' and 'contentment' play in determining whether or not the lesson was effective? – 4a
- If you identify an area that you would like to improve upon, how long does it take you before trying something new? – 4a
- How do you assess the successfulness of your teaching on a daily basis? – 4a
- What processes or systems do you have to ensure that you learn from your reflections? – 4a
- How often do you believe a gradebook should be updated? – 4b
- Can students contribute to maintenance of records without violating confidentiality? – 4b
- Do you seek outside opinions or coaching on your processes to ensure they are as efficient as possible? – 4b
- When I pull up Skyward (or whatever SIS is in use) how often does the grade I see include the most recent assignment collected? – 4b
- Are you leveraging technology to assist you in the process of student record-keeping? – 4b
- In what ways do you keep records of non-instructional (i.e. behavior, interests, needs, etc.) information regarding students? – 4b
- In what ways do students contribute to the maintenance of their own, and potentially others, records? – 4b
- What information do you provide parents that provides them with an understanding of where their student is at academically? – 4c
- Students play what role in communicating with parents? – 4c
- When do parents pay the most attention to a message - when it comes from the school, their specific teacher, or their specific student? – 4c
- How often should parents expect information on their student's education? This includes grades and academic scores, but also extends to ensuring parents know what is expected of their student to be successful? – 4c
- Why is it the responsibility of the teacher to engage parents in the educational experience of their kids? How do you do it? – 4c

- Is there anything you personally do to communicate with home that students could not do on your behalf? – 4c
- In what ways do you empower and/or enable parents to become effective partners in their student's education? – 4c
- What does a 'good colleague' look like? Is that you? When you look at our team, who is the best teammate? – 4d
- What role do you play, outside of the classroom, in furthering the mission of the building or district? – 4d
- Who has gotten better at their job working with kids as a result of your support and collegiality? – 4d
- Do you help your PLC truly function as a PLC? How could you? – 4d
- Could our school be truly great without teachers that went above and beyond and participated on committees, improvement teams, etc.? – 4d
- What is the one area in which you grew the most this year as a colleague? – 4d
- How can I as an administrator best support the growth of your team? – 4d
- Do you have someone you could call an accountability partner? – 4d
- In what ways have you grown over the past year? Semester? Month? – 4e
- How do you ensure that you are continuing to grow as an educator? – 4e
- In what ways do you ensure that you are constantly implementing and aware of best practices? – 4e
- What would be an example of something you have changed as a result of learning? – 4e
- How do you stay unfinished? – 4e
- Who has gotten better at their job working with kids as a result of your support and collegiality? – 4e
- Why do you think we are interested in things like the pineapple chart? – 4e
- When was the last time someone came into your classroom and provided you with meaningful feedback? What did you learn from that experience? – 4e
- How does integrity impact your decision-making processes as a teacher and as a colleague to other adults in the building? – 4f
- When is it appropriate to not fully serve the needs of a student entrusted to you? How far must you go to meet your due diligence? – 4f
- Are you mutually responsible for student success? What behaviors can you point to that demonstrate you feel this way? – 4f
- What responsibility do you believe you have in the ultimate success or failure of students? – 4f
- What role do you play in the decision-making process within your team? Building? – 4f
- What values, beliefs or philosophies drive your decision-making processes? – 4f