

T-TESS Appraiser Sample Conferencing Questions

1.1 Standards and Alignment

- How are the goals for learning aligned to state content standards?
- How will technology be integrated into the lesson to support mastery of the lesson's goals?
- How do you plan for activities, materials, and assessments that are sequenced and relevant to students?
- How do you decide on the sequencing of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?
- How do you decide on activities, materials, and assessments that are appropriate for diverse learners?
- How are "lesson structure and pacing" addressed in this lesson?
- How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?
- In what ways are other disciplines integrated and supported?
- How do you ensure that your lessons are aligned horizontally with the team? Vertically?

1.2 Data and Assessment

- Which assessment data was examined to inform planning for this lesson?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does your assessment data indicate about student learning needs?
- What formal and informal techniques do you use to collect evidence of students' knowledge and skills?
- How will your assessment data help you identify student strengths and areas of improvement?
- In what ways do you provide specific and timely feedback to students? Families? Other school personnel?
- How is data provided to students to help them identify their own learning needs and track progress?
- How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does that help you plan for future lessons?
- What processes do you use to collect and analyze data over time?

1.3 Knowledge of Students

- How will this lesson demonstrate your familiarity with students' prior knowledge, life experiences, and interests?
- How will the instructional strategies provide opportunities to address all students' learning needs?
- How will developmental gaps be addressed?
- How do you assess students' learning styles and needs?
- When students have individualized learning plans, how are their needs included in planning for lessons?
- How are students with similar needs grouped and supported during the planning and instruction phases?
- When students are struggling, how do you determine the cause and address their needs?

Sample Answers To Tess Post Conference Questions

JR Anderson



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