

# **Possible Guiding Questions: Conversations between Principals and Teachers**

## **ROLE: Career and Technical Education Teachers**

*This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.*

*Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.*

## Domain 1: Planning and Preparation

*Ia: Demonstrating knowledge of content and pedagogy*

**Possible Guiding Questions:**

- How do your lessons connect to your curriculum?
- How do you integrate the PA Core Standards within your program of study?
- How does the content of your lesson relate to industry standards?

*Ib: Demonstrating knowledge of students*

**Possible Guiding Questions:**

- How do you identify individual student needs in each of the following areas:
  - Career objective
  - Learning styles
  - Culture
  - Technical performance
  - POS level
  - Academic preparation

*Ic: Setting instructional outcomes*

**Possible Guiding Questions:**

- How do your learning outcomes align to industry and academic standards?
- How do you communicate the lesson's performance objective to students?
- How do you make sure that your instructional outcomes reflect the various needs of your students?

*Id: Demonstrating knowledge of resources*

**Possible Guiding Questions:**

- How do you choose additional instructional resources (technology, graphics, manipulatives, etc.) in addition to textbooks, which support technical and academic learning in lesson planning?
- Do you maintain a list of resources that can be utilized within instruction?
- How do you integrate Career and Technical Student Organization (CTSO), technical organizations, and the Occupational Advisory Committee (OAC) as resources in your classroom?

<i>1e: Designing coherent instruction</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you develop multiple lessons so there is logical, sequential instruction?</li> <li>• How do your lesson plans and instructional materials support your objectives?</li> <li>• How do you sequence and pace instructional delivery to meet the learning needs of all students?</li> </ul>
<i>1f: Designing student assessment</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you choose an assessment appropriate to the learning objective?</li> <li>• How do you align assessments with the Program of Study?</li> <li>• What opportunities do you provide for students to self-assess?</li> <li>• How do you individualize assessment based on students' needs?</li> <li>• What type of formative to summative assessments will you use in this lesson?</li> </ul>

<b>Domain 2: The Classroom Environment</b>	
<i>2a: Creating an environment of respect and rapport</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you collaborate with students to create an atmosphere of respect and professionalism?</li> <li>• How do you reinforce positive student attitudes?</li> <li>• How do students demonstrate productive teamwork that reflects the workplace?</li> </ul>
<i>2b: Establishing a culture for learning</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you create a culture for learning with high expectations, according to industry standards and employability skills, for all students?</li> <li>• How do you effectively recognize student effort and persistence to a task?</li> <li>• What system do you utilize for students to take ownership of their learning?</li> </ul>

<i>2c: Managing classroom procedures</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do you do to maximize student time on task?</li> <li>• What routines have you incorporated to ensure smooth transitions?</li> <li>• How do your procedures promote safe industry practices?</li> <li>• What routines do you use to manage equipment and supplies to maximize instructional time?</li> </ul>
<i>2d: Managing student behavior</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do your students know what is appropriate behavior in your program?</li> <li>• How do you model acceptable behavior and communication?</li> <li>• How do you document student behavior?</li> <li>• How do you promote positive student behavior in your classroom?</li> <li>• How do you monitor and prevent student misbehavior?</li> <li>• How do you choose effective behavioral consequences to address individual student needs?</li> </ul>
<i>2e: Organizing physical space</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you organize your classroom and lab/shop to best support learning for all students?</li> <li>• How does the physical arrangement of your classroom and lab/shop ensure student safety?</li> <li>• How does the physical layout of your room allow accessibility for all students?</li> </ul>

## Domain 3: Instruction

<i>3a: Communicating with students</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you know students heard and comprehend what you said?</li> <li>• What techniques do you use when students demonstrate a lack of understanding of directions or content?</li> <li>• How do you communicate learning objectives so students know what they are supposed to be learning?</li> <li>• How do you make sure that your written documents are grammatically and mechanically correct and words are spelled correctly?</li> <li>• How do you balance professional language and student friendly language?</li> </ul>
<i>3b: Using questioning and discussion techniques</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What questioning techniques do you use to promote critical and/or higher order thinking?</li> <li>• What discussion techniques do you use to engage all students?</li> <li>• How do you help students organize their thoughts so that they can ask questions and contribute to discussions?</li> </ul>
<i>3c: Engaging students in learning</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you know all students are learning when working in groups?</li> <li>• How do you use a student's career objective to engage her/him in learning?</li> <li>• How do you simulate authentic work environments?</li> <li>• How do you keep students productive bell to bell?</li> </ul>
<i>3d: Using assessment in instruction</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do students know if their performance meets industry standards?</li> <li>• How do you differentiate assessments?</li> <li>• How do you know if students learn the academic standards integrated in your technical lesson?</li> </ul>

	<ul style="list-style-type: none"> <li>• What types of instruction and formative and/or summative assessments do you utilize to monitor student learning and gain evidence of student understanding?</li> <li>• How do you use end-of-program assessment (NOCTI) data to inform your instruction?</li> <li>• How do you effectively provide feedback to your students?</li> <li>• How do students evaluate their own work?</li> </ul>
<i>3e: Demonstrating flexibility and responsiveness</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do you do when a student is not making adequate progress towards goals and objectives?</li> <li>• How do you make real-time decisions to make adjustments to lessons in order to meet the needs and interests of your class?</li> <li>• How do you respond when you see that a student is not learning the lesson?</li> <li>• How do you differentiate instruction?</li> </ul>

<b>Domain 4: Professional Responsibilities</b>	
<i>4a: Reflecting on teacher and student learning</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you know if a lesson/assignment/assessment has been effective?</li> <li>• What process do you use to reflect on your teaching, and how does it impact your planning and delivery?</li> </ul>
<i>4b: System for managing students' data</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you organize your communication with students' families?</li> <li>• How do you organize the information about your students' performance?</li> <li>• How do you accurately maintain student data regarding the Program of Study task list?</li> <li>• How do you collaborate with students so that they can maintain data and analyze their progress?</li> </ul>

	<ul style="list-style-type: none"> <li>• What system do you have in place to be sure you have communicated with each student's family?</li> </ul>
<i>4c: Communicating with families</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you communicate information about the instructional program and student progress to parents?</li> <li>• How successful are your communications with families?</li> </ul>
<i>4d: Participating in a professional community</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do you do to develop positive relationships with your colleagues and supervisors?</li> <li>• How do you take leadership in a professional community?</li> <li>• How do you connect your program to the school district, business and the community?</li> <li>• How do you contribute to the mission, vision, and goals of the school?</li> </ul>
<i>4e: Growing and developing professionally</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you stay current with the content associated with your teaching assignment?</li> <li>• How do you maintain your industry credentials?</li> <li>• What continuing education (courses, professional development, etc.) are you pursuing?</li> </ul>
<i>4f: Showing professionalism</i>	<p><b><u>Possible Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How have you used your professional knowledge as a teacher to lead your colleagues and help them develop their teaching skills?</li> <li>• How do you demonstrate an open mind and positive attitude toward new school initiatives?</li> <li>• Tell me about something you did to advocate for a student.</li> <li>• How do you demonstrate adherence to the Code of Professional Practice and Conduct?</li> </ul>