



Entry One - Reflective Conversation Guide

Thoughts About the Planning Standard

After looking at the questions housed in Entry One, please discuss the implications of the answers. The demographics of a teacher’s students should impact how the teacher plans. Continue and expand the conversation by considering answers to the following questions.

1. What overall strengths and areas of improvement did the Continuum of Practice (COP) reveal?

2. Think about how the information you have gathered will affect your **planning for classroom learning activities and homework assignments**. Using the COP identify possible methods you may use to adjust lessons to make content accessible. If applicable list one or more students’ names for each category listed below.

Methods for: 504 students	_____
	first name of student

	first name of student
Methods for: GATE or - students that should be challenged	_____
	first name of student

	first name of student
Methods for: Resource or RSP	_____
	first name of student

	first name of student
Methods for: English Learners	_____
	first name of student

	first name of student
Parent education levels-	_____
	first name of student

	first name of student
Do you have knowledge of or concern about students facing issues related to: poverty, sexual orientation, and/or bullying on site?	_____
Other-	first name of student

	first name of student

Entry One - Reflective Conversation Guide
Thoughts About the Planning Standard (continued)

3. Now make a commitment. Considering your class profile, the COP, the Planning Standard implications and your adopted curriculum, what specific modifications will you make in your teaching to better plan instruction and/or design learning experiences for your students?

4. Later in the BTSA process you will be identifying a need in your teaching practice on which to focus for improvement. What aspect of your planning or teaching, uncovered through Entry One, might you want to focus on for an **extended investigation during your Individual Induction Plan (IIP research?)**

Date of follow up by SP:

Scheduled observation/conversation

Date:

Time:

Participating Teacher's requested focus for next observation: