

Praxis III®: Pre-observation Interview



THE **PRAXIS**
S E R I E S™

Teacher Name: _____

Teacher ID #: _____

Assessor Name: _____

Date of Observation: _____ / _____ / _____ Interview Start Time: _____ : _____ Interview End Time: _____ : _____
Month Day Year Hour Minutes Hour Minutes

Please use a **PEN** and **PRINT** your responses in the space provided. Respond to all questions.

Introduce yourself and explain the purpose of the interview. Return the **CLASS** and **INSTRUCTION PROFILES** to the teacher.

1. I've reviewed your **CLASS** and **INSTRUCTION PROFILES**. Please take a few moments to look them over and tell me if there have been any changes to these since you've completed them.

Review the student learning **GOAL(S)** from the **INSTRUCTION PROFILE** (question 1) with the teacher.

If the goal(s) is/are stated as an activity, probe for clarity: "What is the purpose of the activity?" or "What do you want the students to learn from the activity?" Make notations directly on the **INSTRUCTION PROFILE** form. Then ask the teacher the following question.

2. Why have you chosen these goal(s)?

3. Explain how the content of this lesson fits within the larger goals of learning in this subject/discipline.

NB to Assessors: Rather than reading the question with the phrase "subject/discipline," insert the name as appropriate, e.g., math, social studies, etc.

4. a. Why is it important to become familiar with the prior **CONTENT KNOWLEDGE** and **SKILLS** of your students?
- b. How do you become familiar with the prior **CONTENT KNOWLEDGE** and **SKILLS** that your students bring to this and other lessons?
- c. What prior **CONTENT KNOWLEDGE** and **SKILLS** do students need in order to be successful in reaching the learning goal(s) for this lesson (academic skills, prior knowledge of subject)?

5. a. Why is it important to become familiar with your students' **BACKGROUND KNOWLEDGE** and **EXPERIENCES** (e.g., cultural background, English-language proficiency, exceptionalities)?
- b. How do you become familiar with your students' **BACKGROUND KNOWLEDGE** and **EXPERIENCES**?
- c. Discuss two specific examples of students' **BACKGROUND KNOWLEDGE** and **EXPERIENCES** that you became familiar with from the approaches you just outlined. How did you use that information to guide or shape your instruction?

Review the **TEACHING METHODS** from the **INSTRUCTION PROFILE** (question 6) with the teacher and probe for clarity, making notations directly on the **INSTRUCTION PROFILE** form. Then ask the teacher the following question.

6. How do these teaching methods help these particular students achieve the learning goals of the lesson?

