

Post-Conference Planning

Post-Conference Sample 2

- **Introduction – Make teacher feel comfortable and build rapport; establish length**
 - **Greeting/Purpose**
 - Hi Kevin! How did the soccer games you coached go this weekend? Remember this is a time for us to reflect on the lesson you taught on jumping bands. The post-conference will probably last 30 minutes more or less.
 - **General Impression questions – allow teacher to talk about lesson without bias**
 - What do you think your students learned or mastered as a result of the lesson?
 - How do you think the lesson went?
 - What were your thoughts on the lesson?
 - How did you feel after the lesson?
- **Reinforcement**
 - **Objective – action, label, specific language from the rubric; focus on one strength of the lesson that has the greatest impact (how and why – research) on student achievement**
 - By the end of the conference, Mr. Burdette will explain how he will continue to develop learning experiences where inquiry, curiosity, and exploration of kids are valued. (Motivating Students)
 - **3 tiered self-analysis questions – so teacher can reflect toward reinforcement**
 - What went well in the lesson? What were the strengths of the lesson? **BROAD**
 - How did you engage the students during the jumping bands lesson? **INDICATOR**
 - How did you plan for students to have opportunities for experiences that valued inquiry and curiosity? **DESCRIPTOR**
 - **3-5 pieces of evidence – to support area identified; be prepared to explain WHY the evidence identified supports the indicator/descriptor being reinforced.**
 - During the lesson you provided opportunities for choice when students had folders and they could choose which routines to perform; when you said, how can you make that harder? By adding 180 degree etc..., when you told the group to go back and decide what would work best for them; you even redirected groups to explore what would work best for them; you had the students asking if they could try this/that – you allowed that. Based on the 100% of students engaged in the opportunities you offered; students were asking to do more/try more; it was obvious that you knew the students by the skills you chose.

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- **Recommendation to continue—to encourage the teacher to reflect on how this strength will impact future instruction**
 - In PLC we have learned that when students have the opportunity to explore they are able to master the objective. What have you planned to allow students to have opportunities for inquiry, curiosity, and exploration during your soccer lesson next week?
- **Refinement**
 - **Objective – action, label, specific language from rubric; focus on one area of need – greatest impact on student achievement**
 - By the end of the conference, Mr. Burdette will explain how he can structure the lesson so there is appropriate time for a beginning, middle, end, and time for reflection during the lesson.
 - **3 tiered self-analysis questions – so teacher can reflect toward refinement**
 - If you could change anything in the lesson, what would you change? **BROAD**
 - How did you plan for the structure of this lesson so kids could master the objective? **INDICATOR**
 - How did you provide enough time for a beginning, middle, end, and time for reflection related to the objectives of the lesson? **DESCRIPTOR**
 - **3-5 pieces of evidence – start with positives here; to support area identified; be prepared to explain WHY the evidence supports the indicator/descriptor being refined.**
 - Positive: when you started off giving kids the objective/agenda and demo for bands...In the middle...In the end, they were writing their routines and you summarized the lesson.
 - The lesson was 57 minutes long; your intro took 7 minutes; in the middle, the kids go into groups to practice. That took 17 minutes; Circle hockey took 6 minutes; the kids began to write routines – 14 minutes. When you modeled (3 min at beginning) how to use jumping bands and do routines 25/30 were able to select routine and practice second part 12/30 were able to begin the process; during the lesson, the circle hockey which was 6 min – because of this 12/30 were able to complete the routine; at the end of the lesson, summary was evident but no time for student reflection.
 - **2-3 model/suggestions – specific to lesson and how to apply to future lessons**
 - I know that the P. Theory is a requirement. Are there ways that we could incorporate arm movement/motion into the activities? So when planning the activities, could you incorporate arm/leg so that you don't take away time from the activity? (students did upper arms in the warm up)

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- How much time did it take for each piece? Don't try to plan 2 objectives in order for kids to be able to master...how do you think learning this today will help you plan your routine? This would help the second model.
- Another option could be – you had beginning, middle, end...we know when kids reflect it helps them learn. Do an “okay freeze” and have them talk about how it helped. You could walk and record on clipboard or when you say freeze, now that you are sitting here...turn and talk...how did the steps help you master?
- **Guided practice – allows teacher to reflect on which suggestion/model will have the biggest impact on student achievement**
 - When we talked about this in PLC (or from the research) we know when students reflect, it helps them learn. Thinking about these suggestions, how could you incorporate one of these options to provide kids with reflection time in your lesson next week on soccer? Let's get together for 15 minutes tomorrow and let's see if we can plan out how that will look in your soccer lesson.
- **Sharing of Scores**
 - **Allow teacher time to review scores and ask questions**
 - Based on the preponderance of evidence and the SCTS 4.0 rubric, this is how the lesson scored (slide the scores to the teacher).
- **Closure**
 - **Bring back to positive; refer to impact on student achievement; offer support – takes focus off scores and reminds teacher of purpose = student achievement**
 - Kevin thank you for reflecting with me on the jumping band lesson. I know we talked about the planning and I am going to come and help you plan. Is there anything else you need from me before then? We have talked about lots of best practice today/suggestions. Which one of these do you feel will have the most impact on student growth?