

## **Outline: The Post-Conference Plan**

It is important to note that a post-conference does not begin with a presentation of the scores, but with coaching questions that lead to the identification of the areas of reinforcement and refinement through reflection.

### **Conference Introduction/Greeting**

- Greeting/Set the tone. This time should be used to put the teacher at ease.
- Establish the length of the conference (approximately 20-30 minutes). Assure the teacher that you respect his/her time and have set a limit for the conference.
- Review conference process. Review the format for the conference with the teacher so he/she knows what to expect.
  - Example: “Good afternoon. It was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement.”
- Ask a general impression question (e.g., “How do you think the lesson went?”). This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.

### **Reinforcement Plan**

- Self-analysis question: Prompt the teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.
  - Example: When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?
- Identify specific examples from the script about what the teacher did relatively well. It is critical that the leadership team member leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the indicator being reinforced.
  - Example: “You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and

range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph.”

- Recommend action to continue practice. Encourage the teacher to continue including descriptors from the reinforced indicator in his/her future lessons.
  - Example: “Continue to incorporate a variety of questions in your lessons that are purposeful and coherent and require students to think beyond the knowledge and comprehension level. This type of questioning can lead students to a deeper understanding of the content and provide opportunities for them to internalize the learning. Provide some rationale by communicating other areas of the rubric that are impacted.”
- Elicit feedback to explain why the skill is critical to student learning. Use questioning to lead the teacher to reflect on the importance of including this indicator in his/her lessons and how the teacher can continue to strengthen this area.
  - Example: “How can you model your questions in such a way as to lead students in developing questions themselves? Why is it important for students to generate questions? How can this lead to more self-directed learning that positively impacts student achievement?”

### **Refinement Plan**

- Self-reflection question: Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.
  - Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”
- Identify specific examples from the script about what to refine, with a model of concrete suggestions for how to improve. It is critical that the leadership team member leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

- Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. You modeled how to analyze a pictograph then students worked in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.

As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to your providing the answer, then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. Students who may not have required this review could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling.

This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim, along with your evaluation question.”

- Guided practice: This is an opportunity for the teacher to talk through the model provided. It provides an opportunity for the observer to check for understanding and plan for additional support if necessary. This is also an opportunity to provide rationale or communicate other indicators that will be positively impacted.
  - Example: “Think about a lesson that you will teach in the next few days. How will this model fit into your lesson?”

## **Closure**

- Closing statement and/or question; then share the performance ratings.

Example: “As you think about what we discussed today, how will what you learned impact the lessons you plan and teach in the future? What are the good things you heard today, relative to instruction and your classroom?”