

Teaching Learning Solutions

STEPS	NOTES	
Preparing for conference		
	Review Evidence <ul style="list-style-type: none"> • Aligned observation evidence • Previous observations • Data 	<ul style="list-style-type: none"> • Determine areas of strength and areas that need focus. Look for opportunities for teacher to move to even higher level of performance. • Make connections between teaching strategies and student progress using data. • Look for progress from previous observations or related to teacher's classroom goals.
	Develop open ended questions <ul style="list-style-type: none"> • Clarifying questions to gather more information 	<ul style="list-style-type: none"> ➤ <i>Would you tell me a little more about....</i> ➤ <i>Let me see if I understand...</i> ➤ <i>It would help me understand if you would give me an example of</i> ➤ <i>Tell me what you mean when you...</i>
	<ul style="list-style-type: none"> • Mediational questions to move thinking 	<ul style="list-style-type: none"> ➤ <i>What's another way you might</i> ➤ <i>What would it look like if...</i> ➤ <i>What do you think would happen if.....</i> ➤ <i>How did you decide to</i> ➤ <i>What might you see happening in your classroom if.....</i> ➤ <i>In what ways does the assignment align to the learning objectives?</i> ➤ <i>How does the quality of the teacher feedback on the student work support students in improving their work?</i> ➤ <i>How did you determine all students were understanding the concepts?</i>
Meeting with the Teacher	<ul style="list-style-type: none"> • Determine location and time • Consider how you will be seated 	<ul style="list-style-type: none"> • Meet in teacher's classroom or a neutral room if the classroom is unavailable • Sit next to rather than across from • Share the screen/evidence • Avoid interruptions (sign on door "meeting in progress")
Teacher Summarizing	Give teacher opportunity to summarize the lesson while administrator listens. Should be Teacher talk time.	Listen to: <ul style="list-style-type: none"> • Gain clarity • Understand the needs, perceptions, emotions of teacher • Gather evidence



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		<ul style="list-style-type: none"> • Allow teacher to refine thinking by speaking to an attentive listener <p>Questions:</p> <ul style="list-style-type: none"> ➤ <i>How do you feel the lesson went? Did you accomplish what you intended?</i> ➤ <i>How do you think the lesson went and why?</i> ➤ <i>What did you do to make the lesson so successful?</i> ➤ <i>As you consider the decisions or choices you made, what are you considering going forward?</i>
Review and discuss evidence		
	<p>More Collaborative</p> <p>If teacher has identified areas they felt were strong and areas they felt that could be improved – move to those parts of the rubric and look at the evidence to see that it supports the teacher’s analysis. May lead to support of teacher’s opinion and discussion about how to move the practice forward.</p>	<p>Questions:</p>
	<p>More Directive</p> <p>If teacher’s reflection is limited or not very accurate – decide where to begin conversation around what is shown in evidence using questions administrator developed during the planning phase.</p>	<p>Questions:</p>
Planning for moving forward		
	<p>More Collaborative:</p> <p>If teacher has identified areas they want to work on moving to a higher level, help them clarify specific goals and determine</p>	<ul style="list-style-type: none"> ➤ <i>What do you want to accomplish? Be specific – what does it look like, sound like and feel like when achieved?</i> ➤ <i>How will you know when your students are.....?</i>



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	indicators of success	
	More Directive: If teacher has not determined they need to work on specific areas, direct them to specific evidence and help them determine specific goals and determine indicators of success.	
Identify Supports needed		
	Through discussion – collaborative Through Suggestion - directive	
Determine possible follow-up activity		

