Handout 1. Problem Pose/Problem Solve

|  |  |
| --- | --- |
| **I’ve tried…****Challenge** | **Possible solution #1** |
| **Possible solution #2** | **Ideas to try…** |

Handout 2. Points of Contact Documentation Form (Appendix F)

|  |  |
| --- | --- |
| Teacher: Click here to enter text.Summative Evaluator or Peer Reviewer: Click here to enter text. | School: Click here to enter text.Date: Click here to enter text. |

| What Was This Point of Contact Activity?*(Check only what applies to this activity)* | Teacher Defined | Evaluator Defined |
| --- | --- | --- |
| ☐ Formal Observation Cycle | ☐ | ☐ |
| ☐ Extended Classroom Observation | ☐ | ☐ |
| ☐ Series of Informal Classroom Observations | ☐ | ☐ |
| ☐ Post-Lesson Conference (for unannounced observation) | ☐ | ☐ |
| ☐ Curriculum Review | ☐ | ☐ |
| ☐ Review of Student Learning Data | ☐ | ☐ |
| ☐ Video Lesson Review | ☐ | ☐ |
| ☐ Professionalism Observation/Conference | ☐ | ☐ |
| ☐ Student Engagement/Perception Analysis | ☐ | ☐ |
| ☐ Other | ☐ | ☐ |
| Evidence Gathered (Artifacts, observations, Discussions)*(If this form is documenting a formal observation cycle, evidence is documented from the planning conference, extended classroom observation, and post-lesson conference.)* |
| Click here to enter text. |

Teacher Practice

| Areas of strength BASED ON Evidence (Tied to performance standards and/or individual growth plan) *(If this form is documenting a formal observation cycle, feedback is provided in the areas of planning, instruction, environment, and professionalism.)* |
| --- |
| Click here to enter text. |
| Areas for growth BASED ON Evidence (Tied to performance standards and/or individual growth plan) *(If this form is documenting a formal observation cycle, feedback is provided in the areas of planning, instruction, environment, and professionalism.)* |
| Click here to enter text. |
| SUMMATIVE Evaluator Feedback specific to student learning and student engagement*(If this form is documenting a full observation cycle, feedback is provided in the areas of planning, instruction, environment, and professionalism.)* |
| Click here to enter text. |

The teacher and summative evaluator will sign the Points of Contact documentation to indicate that the evidence and feedback have been shared and discussed. Both the teacher and the summative evaluator will retain copies. Note: Only one pair of signatures is required below, depending on whether the summative evaluator or peer reviewer conducted the Point of Contact.

| Summative Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

The teacher and peer reviewer will sign the Point of Contact documentation to indicate that the evidence and feedback have been shared and discussed. The teacher will retain the form.

| Summative Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| Peer Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Handout 3. Selecting Points of Contact

# Meet Ms. Jones

**Ms. Jones’ SLO Focus**

* Content: Geometry and Geometric Measurement
* Instructional plan:
* Questioning for higher order thinking
* Developing problem-based task or assessment

**Ms. Jones’ Professional Goals**

1. Lead grade-level team effort to create three new formative assessments for CCSS geometry content
2. Develop and refine three new project-based tasks with real-world connection

**Directions:**Help Ms. Jones select her Points of Contact by using her SLO information and professional goals to fill out the chart below. In the first column, list the Core Proposition and standard indicator(s) you think she is focusing on. In the second column, list the Points of Contact you have selected for Ms. Jones. In the third column, describe or give examples of the types of evidence you expect the Point of Contact to provide for Ms. Jones for each standard indicator.

|  |  |  |
| --- | --- | --- |
| **Core Proposition and Standard Indicator** | **Teacher-Selected Points of Contact (POCs)** | **Evidence Expected** |
| 2.3 Goal-Focused Planning 3.3 Assessment of Student Progress |  |  |

Handout 4. Just the Facts, Please!

# Recording Evidence During a Classroom Observation

**Directions:** Determine whether each statement below reflects evidence gathered during a classroom observation or the observer’s opinion. Rewrite the opinions into statements of evidence, and then determine which kind of evidence each statement represents.

|  |  |
| --- | --- |
|  | Type of Evidence |
| Statement | Verbatim | Numeric | Summary | Observed |
| Students are engaged in the lesson. |  |  |  |  |
| Robert states, “I’m not sure what I’m supposed to be doing.” |  |  |  |  |
| Two students with disabilities were neglected during the lesson. |  |  |  |  |
| The classroom environment was cheerful and inviting. |  |  |  |  |
| The teacher visited one group four times during a ten-minute period. |  |  |  |  |
| Three of four students in the group did a good job with the assignment. |  |  |  |  |
| The lesson challenged students to think critically. |  |  |  |  |
| The teacher asks, “How do you know?” |  |  |  |  |

Handout 5. Sample Pre-Observation Protocol, Elementary

# Appendix G. Pre-Observation Protocol

Purpose

The pre-observation protocol is an opportunity to discuss the observation process, and it allows a teacher to share evidence of lesson and unit planning and demonstrate how student data is used to inform lesson design.

## Preparing for the Conversation

*Observer will…*

* Review the lesson plan and any other documentation that is submitted by the teacher and aligned with the TEPG rubric.
* Review the pre-observation questions and make note of any clarifying questions to ask the teacher.

*Teacher will…*

* Submit the lesson plan and any other documentation to the observer prior to the scheduled observation.
* Review and prepare written responses to the pre-observation questions. This can include collecting documents that are applicable to the observation.
* Review professional goal(s) and identify standards of focus for the conversation or the observation.

## During the Conversation

*Observers will…*

* Ask questions and take notes on the conversation.
* Collaboratively identify and document specific standards of focus for the observation.

*Teachers will…*

* *S*hare responses to the questions and share documents (if any).
* Collaboratively identify and document specific standards of focus for the observation.

After completion of the pre-observation interview, both the teacher and the observer should sign and date the form.

# Appendix H. Pre-Observation Conversation Guidelines

Teacher Name: \_\_\_\_\_\_\_\_\_Mrs. Smith\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name: \_\_\_\_\_\_\_\_Principal Polly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Grade to Be Observed: Grade 4 | Subject/Lesson to Be Observed: Mathematics |
| Date of Conference: 4/30/2014 | Time of Conference: 8:30 a.m. |
| Date of Observation: 5/7/2014 | Time of Observation: 11:30 a.m. |

The teacher should review the questions below and prepare responses for the pre-observation conversation. Responses can be submitted electronically or in writing prior to the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. What is the objective of the lesson? What will students know and be able to do by the end of the lesson?

*ILS: 6.B.2. Solve one- and two-step problems involving whole numbers using addition, subtraction, multiplication, and division.*

*CCSS****:*** *Big Idea. Solve problems involving the four operations, and identify and explain patterns in arithmetic.*

*3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown.*

*I launch the unit with the big idea that “a picture is worth one thousand words” and a road map of the day’s lesson and goals, which are using mathematics pictures to (1) tell a word story, (2) represent multiplication, and (3) represent division. I will take time at the beginning of the unit to revisit protocols for active listening and mental mathematics.*

1. Describe how you planned instruction to address the content standards and how you will deliver instruction to students.

*I purposefully designed the unit to focus on the connection between multiplication and addition, as well as what students understand when they are given time to explore and justify their mathematical thinking. Each lesson promotes a culture of investigation with students safely questioning each other’s thinking. We will revisit and expand upon this idea of groups for multiplication and division in each lesson of the unit.*

1. Briefly describe the varied learning needs of the students in your class and how you planned to meet their needs. What activities will you include to engage all students in the content?

*I have a classroom of 24 students (10 boys and 14 girls). Two of the students have IEPs for extended time, writing prompts, shortened assignments, and directions to be read out loud. Eight of my students need as many accommodations as my students with IEPs. I purposefully pair up my IEP students with students who have strong language skills so that they can have regular peer modeling. I have organized the table groups in purposeful ways to maximize differences in learning needs, learning styles, and behavioral needs. I sometimes have to adjust the group midmonth, but most groups are purposefully grouped for a month at a time and then I switch them around. In each lesson, I use visual models and oral directions to guide the whole group. I use “turn-n-talk” a great deal so that students can demonstrate their understanding in words. I also have students draw and write out their thinking so that they can express their learning in different ways.*

1. How will you assess whether students have learned the content standards addressed in this unit of instruction?

*Each student will show learning in this lesson by developing a picture model of a word problem. Students will also be asked to explain (in a couple of sentences) what they have learned from the lesson each day of the unit. I will have my students explain their answers to each member of their group and justify why they think their answer is correct. Students will then present their answer and explanation in writing. With regard to the unit overall, the students will be given a simple quiz each Friday that includes problems related to what we have learned in the unit. This weekly quiz will help me to identify the concepts all the students understand, as well as the concepts some students have missed or misunderstood, and I will then know what to reteach and to whom.*

1. Based on previous observations and professional goals, is there something the observer should pay particular attention to during the observation?

*I would really like some feedback on the level of engagement of my students. As I circulate during group instruction, I see what I think is engagement, but I’m not sure if the other groups are on task and topic.*

1. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

*This is my first year teaching fourth grade. I taught fifth grade for three years, so I am still trying to figure out all the curriculum and linkages between third grade and fourth grade and using the Common Core at this level of instruction. I am hoping to work with my fourth-grade team a lot more to make sure that I am hitting the appropriate learning targets for my students. Are there other people/resources that I should be linking with during this first year in fourth grade?*

Signing below indicates that the pre-observation meeting took place. A signed copy should be provided to the teacher.

Observer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 6. Sample Pre-Observation Protocol, High School

# Appendix G. Pre-Observation Protocol

Purpose

The pre-observation protocol is an opportunity to discuss the observation process, and it allows a teacher to share evidence of lesson and unit planning and demonstrate how student data is used to inform lesson design.

## Preparing for the Conversation

*Observer will…*

* Review the lesson plan and any other documentation that is submitted by the teacher and aligned with the TEPG rubric.
* Review the pre-observation questions and make note of any clarifying questions to ask the teacher.

*Teacher will…*

* Submit the lesson plan and any other documentation to the observer prior to the scheduled observation.
* Review and prepare written responses to the pre-observation questions. This can include collecting documents that are applicable to the observation.
* Review professional goal(s) and identify standards of focus for the conversation or the observation.

## During the Conversation

*Observers will…*

* Ask questions and take notes on the conversation.
* Collaboratively identify and document specific standards of focus for the observation.

*Teachers will…*

* *S*hare responses to the questions and share documents (if any).
* Collaboratively identify and document specific standards of focus for the observation.

After completion of the pre-observation interview, both the teacher and the observer should sign and date the form.

# Appendix H. Pre-Observation Conversation Guidelines

Teacher Name: \_\_\_\_\_\_\_\_\_Mr. Smith\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name: \_\_\_\_\_\_\_\_Principal Pat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Grade to Be Observed: Grade 9 | Subject/Lesson to Be Observed: History–Imperialism |
| Date of Conference: 10/10/2014 | Time of Conference: 3:30 p.m. |
| Date of Observation: 10/15/2014 | Time of Observation: 1:30 p.m. |

The teacher should review the questions below and prepare responses for the pre-observation conversation. Responses can be submitted electronically or in writing prior to the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. What is the objective of the lesson? What will students know and be able to do by the end of the lesson?

**Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

*This unit of study specifically addresses the following Common Core State Standards: RH9-10.1, Identification and use of textual evidence; RH9-10.2, Identification and analysis of central idea (of text); RH9-10.7, Analyze various accounts of a subject told in different mediums (using multiple texts); WH9-10.1a–e, Development of introduction, substantiating claims with keys ideas, and making relevant and substantive conclusions; WH9-10.8, Gathering information from multiple print and digital text sources.*

*This lesson is part of a five-day unit on European imperialism. The first lesson dealt with uncovering what values are and how people become attached to values. The second lesson looked at values in relation to geography, economy, and politics. In this lesson, students gather evidence for a written argument. Using a blend of both literary and informational text allows students access to a variety of contemporary perspectives dealing with the issues associated with imperialism. Students use reading, writing, speaking/listening, and language skills as vehicles for the acquisition of key content.*

1. Describe how you planned instruction to address the content standards and how you will deliver instruction to students.

*In the five-day unit on imperialism, I focused on providing a variety of complex texts for students to read, discuss, and apply to key ideas around the larger historical concept of imperialism. Four of the texts were informational (memoir, secondary, and primary documents) and two were literary texts. I specifically used “Eyewitness to History: Africa” by Yvonne Ayo to support my students who have a lower reading level. This text allows students to focus intently on developing their basic reading skills, which they can then apply to increasingly complex texts in a history classroom. Students will be able to use their work on developing skills related to reading, writing, speaking/listening, and language as vehicles for the acquisition of key content materials around this historical concept. Purposefully teaching these complex texts helps focus on three Common Core priorities: (1) high-quality, content-rich, complex informational texts; (2) regular practice with texts using high-level vocabulary; and (3) reading/writing grounded in evidence from the text.*

1. Briefly describe the varied learning needs of the students in your class and how you planned to meet their needs. What activities will you include to engage all students in the content?

*I have a classroom of 25 students (10 boys and 15 girls). Overall, 33 percent qualify for free or reduced-price lunch. Five of the students have IEPs for extended time, writing prompts, shortened assignments, and directions to be read out loud. I always plan for a variety of activities so that each student can access the content.*

1. How will you assess whether students have learned the content standards addressed in this unit of instruction?

*I will assess the whole group’s knowledge daily, based on discussions (at both the beginning and the end of the lesson) focused on developing evidence-based arguments for multiple perspectives of 19th century European imperialism. I will also be following up on individual student responses and walking around the small groups as they complete their different assignments each day on the social, political, and economical concepts and arguments from both Indigenous and European people. At the end of the unit, the students will need to individually write a five-paragraph essay that provides arguments from both the Indigenous and European perspective for the unit’s three leading questions: (1) How could multiple perspectives influence our understanding of 19th century European imperialism? (2) When thinking about imperialism, what issues may arise related to cultural or tribal values? (3) If you are arguing for one side or the other, what is essential for proving what we believe about these values?*

1. Based on previous observations and professional goals, is there something the observer should pay particular attention to during the observation?

*I’d like some specific feedback on the rigor of the questions that I’m asking my students. If you could focus on the level of questioning during the observation, that would be helpful!*

1. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

*I will be interested to hear your perspective on how the students worked and shared information in their groups as they were putting together their individual evidence for their arguments. I have been working with the students to share/present information without doing the thinking for each other. This is a new skill for many of the students—to use multiple complex texts to put together a concise, supported argument—so it will be interesting to hear what you notice.*

Signing below indicates that the pre-observation meeting took place. A signed copy should be provided to the teacher.

Observer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 7. Sample Post-Observation Protocol, Elementary

# Appendix J. T-PEPG Post-Observation Protocol

Purpose

The post-observation protocol is an opportunity for the observer and teacher to have an evidence-based conversation about the observation and for the teacher to receive actionable feedback. By the end of the conference, the teacher will have specific next steps to integrate into his/her practice.

## Preparing for the Conversation

*Observer will…*

* Review and align observation notes with the TEPG rubric.
* Identify areas of strength and opportunities for growth by citing evidence from classroom observation.
* Draft the Post-Observation Next Steps form.
* Review the post-observation questions and make note of any additional questions or alignment with professional goals.

*Teacher will…*

* Review and prepare written responses to the post-observation questions.
* Collect and analyze student work samples or other documents related to the lesson.
* Identify areas of strength and opportunities for growth from the classroom observation and analysis of evidence.
* Jot down notes and ideas on the Post-Observation Next Steps form.

## During the Conversation

*Observer will…*

* Ask questions and take notes on the conversation.
* Share evidence, alignment, strengths, and opportunities for growth.
* Collaboratively identify and document on the Post-Observation Next Steps form a plan for growth for the teacher based upon the conversation and assessment.

*Teacher will…*

* *S*hare responses to the questions and share documents and/or student work samples from the lesson.
* Use evidence to identify strengths and opportunities for growth.
* Collaboratively identify and document a plan for growth.

At the end of the conference, the observer and teacher will receive a signed copy of the completed documents.

# Appendix K. Post-Observation Conversation Guideline

Teacher Name: \_\_\_\_\_\_Mrs. Smith\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name: \_\_\_\_Principal Polly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade Observed:** Grade 4 | **Subject/Lesson Observed:** Math—Word Problems |
| **Date of Observation:** 5/7/2014 | **Length of Observation:** 8 minutes |
| **Date of Conference:** 5/14/2014 | **Time of Conference:** 8:30 a.m. |

**Instructions:** The teacher should review the questions below and prepare responses for the post-observation conversation. Responses can be submitted electronically or in writing at the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. In general, what was successful about the lesson? Comment on your classroom environment (e.g., interactions, culture, procedures, and student conduct) and instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

*I believe that the overall enthusiasm from most of the students for thinking about math in different ways was evident throughout the lesson. First, they had to review what they knew about multiplication and division. They then did some mental math and finally applied words, pictures, and analysis of their learning to the whole process. That is a lot of high-level application, and most of the students (20 out of 24) completed all the tasks that they were asked to do.*

*Overall, the students were engaged in the lesson once they got to work. However, during the discussion, I think only three or four students were participating. I think only a few raised their hands consistently. I only called on students with their hands raised.*

*On the flip side, no students seem to be afraid to share their thinking or ask other students to add to their thinking. I also try to really build comfort and predictability into the procedures by using consistent activities like turn-n-talk, agree/disagree, checking with a partner, etc. We have discussed and practiced what happens in each of those procedures so they know the expectations and they meet them regularly.*

1. Did students engage in the lesson? Did they learn what you intended them to learn? What evidence/data supports your response?

*As I mention above, the students were mostly engaged in the lesson through collaborative learning strategies like turn and talk. Most of the work they submitted was accurate and demonstrated an understanding of the content.*

1. What strategies and materials allowed you to differentiate for the varied learning styles and abilities of the students?

*For the two students who have IEPs, I provided extended time and writing prompts and I read directions out loud. I purposefully paired my IEP students with students who have strong language skills for peer modeling. I organized the table groups to maximize differences in learning needs, learning styles, and behavioral needs. In this lesson, I used visual models and oral directions to guide the whole group. I used turn-n-talk so that students could demonstrate their understanding in words. I also had students draw and write out their thinking so that they could express their learning in different ways.*

1. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

*I would figure out a way to facilitate a discussion that involves as many students as possible. I called on the students who raised their hands, but I’d like more students to do that all the time. I will also reteach some of the content (see next question).*

1. For students who struggled with the content or engagement, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all?

*When I reteach this lesson for the eight students who didn’t demonstrate mastery, I will provide a “talk out loud” for drawing a picture of a number or word problem for the whole class. I think that I didn’t want to stifle creativity of ideas but I now know that the students need to see what a model could look like several times before they are ready to do it on their own. I am going to invite them to come over to another table so that we can talk out loud another problem and do the number/picture problem together. I think this will help build their confidence and also provide additional, personalized practice.*

**Instructions:** Prior to the post-observation conference, the administrator and teacher can separately jot down answers to guiding questions in the box below. Use this information to determine the most appropriate opportunity for growth and plan for the growth using the template below.

|  |  |
| --- | --- |
| Strengths | Areas for Growth/Extension |
| **2.1** Designed lesson deliberately to link together addition and multiplication as natural connections for students Used their confidence in adding to support their understanding of multiplication **2.3**Lesson was standards-based and the learning activities were all aligned with mastery of the standard**3.1** Utilized a variety of instructional practices (whole-group discussion, modeling, group practice, independent practice, written reflection) | **2.1**Break the content down more for struggling students**3.3**Students appeared to be paying attention during whole-group instruction, but targeted small groups had pockets of students who understood and others who did not.Called on students who had their hands raised. |

## Next Steps:

On the basis of the teacher’s professional goals, the observation evidence, and the analysis in Part 2, which standard indicator(s) should be the focus for growth in the next 30 days? What professional development opportunities/support would be most helpful for addressing growth?

* *Peer observation of colleague whose students are highly engaged*
* *More ideas for balancing equity of voice*
* *Strategies to differentiate instruction in small groups*

## Follow-Up Support:

*By the next formal observation, I plan to observe a colleague who implements strategies for encouraging more students to participate in class discussion, and to try one or two strategies in my own classroom.*

*It would be great if I could have a 15–20 minute break to conduct the peer observation.*

Monitoring Next Steps

|  |  |  |
| --- | --- | --- |
| Professional Development Opportunities | When | Evidence of Accomplishment |
| *Schedule observation within two weeks and implement one or two strategies within three weeks.*  | *Within two weeks* | *I will keep a written reflection of the implementation and report back during the next post-observation conference.* |
|  |  |  |

Signing below indicates that the post-observation meeting took place and all parts of the protocol have been completed. A signed copy should be provided to the teacher.

Observer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 8. Sample Post-Observation Protocol, High School

# Appendix J. T-PEPG Post-Observation Protocol

Purpose

The post-observation protocol is an opportunity for the observer and teacher to have an evidence-based conversation about the observation and for the teacher to receive actionable feedback. By the end of the conference, the teacher will have specific next steps to integrate into his/her practice.

## Preparing for the Conversation

*Observer will…*

* Review and align observation notes with the TEPG rubric.
* Identify areas of strength and opportunities for growth by citing evidence from classroom observation.
* Draft the Post-Observation Next Steps form.
* Review the post-observation questions and make note of any additional questions or alignment with professional goals.

*Teacher will…*

* Review and prepare written responses to the post-observation questions.
* Collect and analyze student work samples or other documents related to the lesson.
* Identify areas of strength and opportunities for growth from the classroom observation and analysis of evidence.
* Jot down notes and ideas on the Post-Observation Next Steps form.

## During the Conversation

*Observer will…*

* Ask questions and take notes on the conversation.
* Share evidence, alignment, strengths, and opportunities for growth.
* Collaboratively identify and document on the Post-Observation Next Steps form a plan for growth for the teacher based upon the conversation and assessment.

*Teacher will…*

* Share responses to the questions and share documents and/or student work samples from the lesson.
* Use evidence to identify strengths and opportunities for growth.
* Collaboratively identify and document a plan for growth.

At the end of the conference, the observer and teacher will receive a signed copy of the completed documents.

# Appendix K. Post-Observation Conversation Guideline

Teacher Name: \_\_\_\_\_\_Mr. Smith\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer Name: \_\_\_\_Principal Pat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Grade Observed: Grade 9 | Subject/Lesson Observed: History—Imperialism |
| Date of Observation: 5/7/2014 | Length of Observation: 8 minutes |
| Date of Conference: 5/14/2014 | Time of Conference: 8:30 a.m. |

**Instructions:** The teacher should review the questions below and prepare responses for the post-observation conversation. Responses can be submitted electronically or in writing at the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. In general, what was successful about the lesson? Comment on your classroom environment (e.g., interactions, culture, procedures, and student conduct) and instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

*I believe that, overall, the students were attentive during the whole-group discussion—I noticed them recording key concepts/vocabulary I put on the board and writing down ideas/evidence provided by their classmates. Additionally, many of the students added on to each other’s statements or my summary/clarifying information. This is a communication skill that we have been focusing upon—to listen first to understand and clarify and then to add additional ideas to defend or extend ideas. In the small groups, all of the students had completed at least half of their chart on the key social, political, and economic motives that both Europeans and Indigenous people had for their cultures, values, and beliefs. I did notice that in some groups, a few of the students were giving all of the ideas and telling others what to write down on their charts. Two out of the five groups had a “loudest voice” and I will need to keep modeling how to consider and include many people’s ideas to support divergent thinking (and to avoid always having convergent thinking)*.

*Overall, the students were 100 percent engaged in the lesson. They loved doing the talk/discuss in their groups and I make sure to frame the discussion with high-level questions that are written down as well as discussed orally. The classroom space is maximized with the students sitting in groups of five to six students. As I shared in my pre-conference document, I purposefully organize the groups based upon learning and behavioral needs. I rotate the groups once a month so that students learn to work with a wide variety of classmates in the room. We discussed our two classroom rules at the beginning of the year and I reference them as needed (Rule 1. Don’t let anyone stop you from learning, and Rule 2. Don’t stop anyone else from learning). I try to build predictability into the lesson by always having the agenda posted and reviewing what we are going to focus on during the lesson. I also keep the procedures pretty simple and direct. To be inclusive, I also try to call on students who have their hand raised but I also do cold calls or ask a certain group or part of the room to add some thinking.*

1. Did students engage in the lesson? Did they learn what you intended them to learn? What evidence/data supports your response?

*I looked over the evidence that the individual students had included in their charts and met the next day with individual students who did not have correct information or had only limited information in their charts. This was really important because the chart will be a major resource for the students when they write their one-paragraph essay to support their small-group activity (arguing for Indigenous or European values). Most importantly, it will be a major resource when they are using the evidence, key vocabulary, and claims to write the five-paragraph essay that supports both sides of the argument. For the students who had appropriate evidence/vocabulary, I also had individual conversations and discussed their charts to “challenge” their thinking so that everyone got to add additional ideas to their charts. It is common practice for me to call students over to individually review ideas or arguments with them or clarify content. The students will be turning in their five-paragraph essays at the end of this week so I will see how well they were able to put all of the evidence from multiple texts/perspectives together into a logical, supported argument.*

1. What strategies and materials allowed you to differentiate for the varied learning styles and abilities of the students?

*For the five students with IEPs, I provided extended time, writing prompts, and shortened activities, and I read directions out loud. I planned for a variety of activities so that each student could access the content. I followed up on individual student responses and walked around the small groups as they completed their different assignments. I worked individually with students for the next two days as they were writing their five-paragraph essay.*

1. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

*I think I still need to model how to engage in dialogue (rather than monologues) in small groups. The students need to be able to present different information to their group members instead of feeling like they have to write down what someone in the group tells them to. I want students to individually know what they know and be able to advocate for their thinking through the use of different texts and through the way they present their information. A role play between myself and maybe some of the students (acting as a small group) might be useful to help groups understand this concept.*

1. For students who struggled with the content or engagement, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all?

*As I shared above, I worked individually with students for the next two days as they were writing their five-paragraph essay. I was able to support students with additional vocabulary, focus upon specific text that we had already read/discussed, and help talk out loud arguments on both sides of the topic. My students seem to really like to work in this one-to-one manner and have time/permission to use each other as resources in their writing. I think that this is a life lesson about using multiple sources of information and support to maximize your learning.*

**Instructions:** Prior to the post-observation conference, the administrator and teacher can separately jot down answers to guiding questions in the box below. Use this information to determine the most appropriate opportunity for growth and plan for the growth using the template below.

|  |  |
| --- | --- |
| Strengths | Areas for Growth/Extensions |
|  |  |

## Next Steps:

On the basis of the teacher’s professional goals, the observation evidence, and the analysis in Part 2, which standard indicator(s) should be the focus for growth in the next 30 days? What professional development opportunities/support would be most helpful for addressing growth?

## Follow-Up Support:

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Monitoring Next Steps

|  |  |  |
| --- | --- | --- |
| Professional Development Opportunities | When | Evidence of Accomplishment |
|  |  |  |
|  |  |  |

Signing below indicates that the post-observation meeting took place and all parts of the protocol have been completed. A signed copy should be provided to the teacher.

Observer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For Handout 9, please see the accompanying PDF titled, “Handout9”