

## Post-Observation Conference: Evaluator Discussion Questions

The Post-Observation Conference is intended for discussion of the strengths of the lesson observed, and discussion of next steps. The ***Observation Rating Rubric*** can be used to provide the teacher with an understanding of how his or her performance is rated on a scale; the conference is intended to provide formative information that will guide professional planning and learning.

In the Post-Observation Conference, the teacher and evaluator should review and discuss:

- The *Observation Narrative/Categorization of Evidence Form*,
- The *Observation Rating Rubric*, and
- Additional relevant artifacts, evidence, and/or perception data to support the teacher's performance in Standards 1 through 5.

The teacher and evaluator may also want to discuss the teacher's responses to the suggested questions below: ***\*\*Please note: Questions in bold, italicized print were developed by the Hilliard City Schools Teacher Evaluation Committee.***

### FOCUS (Standard 4: Instruction - Characteristics 1 and 3)

- What was the focus for the lesson?
- Talk about the content that you hoped students would know and understand by the end of the lesson. What skills did they demonstrate to you?
- Did students meet the learning target you established for the lesson? How do you know?
- What standards were addressed in the planned instruction?
- Why was this learning important?
- How was the appropriateness of the goal communicated to students?
- How did your stated goals fit into the unit, course and school goals?

### ASSESSMENT DATA (Standard 3: Assessment - Characteristic 7)

- What assessment data was examined to inform the planning for the observed lesson?
- What did pre-assessment data indicate about student learning needs?
- What formal or informal techniques did you use to collect evidence of students' knowledge and skills?
- How did your assessment data help you identify student strengths and areas of improvement?

### PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS (Standard 1: Students / Standard 2: Content / Standard 4: Instruction - Characteristics 1, 3, and 4)

- What prior knowledge did students need and how did you connect that to their future learning?
- How did this lesson connect to students' real-life experiences and/or possible careers?
- How did it connect to other disciplines?
- Based on how the lesson went and how students responded, where did you go next with this topic/unit?

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### KNOWLEDGE OF STUDENTS (Standard 1: Students - Characteristics 1, 3, and 4)

- How did this lesson demonstrate your familiarity with the students' background knowledge and experiences?
- Talk about how this lesson was developmentally appropriate for your students.
- What strategies did you plan for and implement to meet the needs of individual students?

### LESSON DELIVERY (Standard 2: Content/Standard 4: Instruction-Characteristic 3 & 6)

- How were the goals for learning communicated to students?
- What instructional strategies and methods were used to engage students and promote independent learning and problem solving?
- What strategies were used to make sure all students achieve lesson goals?
- How were content-specific concepts, assumptions and skills taught?
- What questioning techniques did you use to support student learning?
- How did you ensure this lesson was student-led?
- In what way(s) did you create opportunities for students to develop their college and career readiness? (Please be specific.)
- In what way(s) did you demonstrate the Seven Characteristics of Highly Effective Teachers during your lesson?
- What will you do differently the next time you deliver this lesson? Why?

### DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction - Characteristic 3)

- How did the instructional strategies address all students' learning needs?
- How did the lesson engage and challenge students of all levels?
- How were developmental gaps addressed?
- Why is it important to provide varied options for student mastery?

### RESOURCES (Standard 2: Content / Standard 4: Instruction - Characteristic 3)

- What resources/materials were used in instruction?
- How was technology integrated into lesson delivery?
- How did students show ownership of their learning?

### CLASSROOM ENVIRONMENT (Standard 1: Students / Standard 5: Learning Environment - Characteristic 4)

- How did the environment support all students?
- How were different grouping strategies used?
- How was safety in the classroom ensured?
- How was respect for all modeled and taught?
- What characteristics of highly effective students were reinforced during this lesson? How were they reinforced?

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### ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment - Characteristic 7)

- How did you check for understanding during the lesson?
- What specific products or demonstrations assessed student learning/achievement of goals for instruction?
- How did you ensure that students understand how they are doing and support students' self-assessment?
- What adjustments "in the moment" did you have to make during the lesson? Why?
- How did you use assessment data to inform your next steps?
- What type(s) of feedback did you get from students during/after your lesson? What did the feedback tell you?
- Why is it important to provide specific and timely feedback?

### COLLABORATION AND COMMUNICATION (Standard 6 - Characteristic 5)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students?
- What is your communication style with families?
- What is your communication style with colleagues?
- In what ways do you seek the perspectives of others? Give an example.

### PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7 - Characteristic 5)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect on and analyze your teaching.
- What are some proactive ways you further your own professional growth?