

Welcome Stacy Felps

Logout

Building: Clayton High School

Ben Murphy

Responsible: B. Murphy



Task: Teacher Evaluation System Post Observation Conference Report

## Post Observation Conference Report Form - Teacher Evaluation System

This form is to be completed by the observed teacher after the post-observation conference. The form should be completed and submitted to the observer for their comments within five working days of post-observation conference.

Grade: 

If you selected "other" for grade, please explain:

Example: 6/7

Subject: 

If you selected "other" for subject, please explain:

Example: Math/Science

Career Stage: Date of Observation: Observer: 

If you selected "other" for observer, please explain:

Example: Name, Position

Date of Post Observation Conference: 

Post Observation Conference Report Due:

Type of Observation:

- ☐
- Scheduled
- 
- ☐
- Unscheduled
- 
- ☒
- Peer Observation (Career Teachers)

### Standards of Professional Practice

1. Teachers are committed to students and their learning.
2. Teachers know the content they teach and how to teach that content to their students.
3. Teachers are responsible for establishing and managing student learning in a positive learning environment.
4. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
5. Teachers are committed to continuous improvement and professional learning.

6. Teachers exhibit a high degree of professionalism.

**Directions:** Teacher reflects then completes this form by due date noted above following the post-observation conference.

**1. Brief description of lesson:**

This lesson featured some housekeeping business, an editing activity and an imagery activity related to Act 1 of *Macbeth*.

**2. Major item discussed during the post-observation conference (professional standards, teacher goals, PLC goals, building goals, and observable student and teacher behaviors):**

In line with our element group's focus on student engagement and participation, we discussed which strategies we saw each other utilize in the lessons. Craig complemented my affect, use of proximity, various methods of soliciting student responses (cold calling vs. hands), "chunking" of material, and transitions as strategies that helped maximize student participation and engagement. In addition to these strategies, I noted some others in Craig's lesson that he and I thought could be incorporated into my teaching.

**3. Plans for growth based on major items discussed:**

After speaking with Craig, I plan to follow his lead in trying to incorporate movement and by more consciously front-loading information in my lessons so students move to "doing something" during the natural "down time" in the middle-end of the period.

*Signatures to be handled electronically.*

Attached Workflow

Teacher's Signature (without disclaimer)

Current Status

Complete

Submitted By

Ben Murphy

Workflow Steps



1 Signed by Ben Murphy on 01/26/2015 at 08:11 PM  
Signature: Ben Murphy



2 Signed by Stacy Felps on 01/26/2015 at 08:20 PM  
Signature: Stacy Felps for Craig Sucher

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