

Welcome Stacy Felps

Logout

Building: Clayton High School

Nancy Saguto

Responsible: N. Saguto



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:

The lesson is one in the middle of a project where students are working in groups to create an "infographic" about science terms related to the atom including the periodic table, electron configuration, the structure of the atom (quarks, protons, neutrons, electrons etc.). We reviewed the progress made so far, and wrote a reflection about how things are going so far and about what concerns they each had. Each group worked together to create a protocol for listening to each other in their groups, then shared their ideas, using the created protocols. Next groups continued creating a plan for their infographic and looked online at different templates they might want to use.

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

We talked about how the lesson addressed my goals of fostering student reflection (Marzano Element) and of helping students take control of their own learning. We talked about the reflection activity. I thought it could have been better. We talked about how I could have started the groups working and then stopped them to reflect on how things were working in the group. As it was, the reflection was not as directed as the reflections have been in the past because I was hoping to turn over more responsibility for the response to the students. We discussed how actually the reflective piece is strongly connected to the goal of having students take control of their own learning. We discussed how to direct reflection in the future, and how to create carefully constructed reflection opportunities for students that gradually lead them to create quality reflections they can use to guide their learning in the future, and also point them to things they might want to review to support their learning.

We talked about how the groups created their listening protocol and whether or not we thought they were useful to the groups. We discussed introducing different listening protocols in the future and also having the groups reflect on whether or not their listening protocol was effective in making sure everyone's voice was heard.

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

**Next Steps:** I will revisit my initial readings about reflection and use the review to help craft new reflection opportunities and lessons about reflection for my students. In particular, I want to model for students the benefits of reflection by involving them in every step of the process of making and using reflections productively. I plan to have students evaluate different reflections for quality and usefulness as a way of providing them with models that they can follow.

I plan to introduce several listening protocols within the context of different assignments when students are working in small cooperative learning groups. In this way I will expose students to effective conversational structures that help students work productively in groups. I will also lead a consensus building lesson

*Signatures to be handled electronically.*

Attached Workflow

Teacher's Signature (without disclaimer)

Current Status

Complete

Submitted By

Nancy Saguto

Workflow Steps



1

Signed by Nancy Saguto on 12/10/2014 at 02:27 PM

Signature: Nancy Saguto



2

Signed by Stacy Felps on 12/12/2014 at 02:24 PM

Signature: Stacy Felps

**Comments:** In the pre-conference, Nancy got me up-to-date on the progress of the atom project and we discussed her Marzano goal of creating opportunities for reflection. We determined that I would focus on student responses to requests for reflection and interdependence.

Class started with Sarah (Falkoff) greeting the students and providing details about finishing the last few days of the semester and finals preparation (location of final, date for binder check, project due date, etc.). After a few clarifying questions, they moved in to the lesson.

Nancy prompted the group by stating "... wonderful idea to keep track in writing of what we review, to keep track of things that weren't quite clear, and to look at our reflections." She anchored them by connecting to the previous day's activity (took science terms, identified, defined in own words, made pictures, cut apart, organized in interesting ways) using powerful descriptors of their important work (deep, elegant, high-end thinking, sophisticated, wonderful, lovely). Students were given the task of a four-minute reflection on their beliefs about the final design of the project. There were a few more grumbles about time, requests for writing utensils, statements that this wasn't needed "I don't have any concerns. My group is going good."

She accused them (in a positive way) of being "too polite" and said that they need a different way to talk to each other. Students were challenged to create a protocol for their group that would guarantee that all voices were heard. A few students were resistant and worried about time needed for working on the project. Nancy assured them that this would be important work and lead to a stronger product. One group determined that they would go in a circle and just take turns speaking while the others listened. Another group said they would be open-minded and think about what was being said (no discussion of how to guarantee all speak). There were still some that were antsy about getting to work on the project. In the next segment, Nancy prompted students to create a rough plan of how their infographic would look and create a jobs list. Nancy circulated. "She wants to do a flowchart and I want to do a web, so we'll do a flow-web!" "Let's vote on whether we should do the computer or..." "I could edit and make sure the pictures are good." "So when this project is (frustrated)... I hate group work. I'm not mean. I just like everything perfect." Students moved over to computers to look at templates on the website. Some students struggled with signing on or creating accounts.

Comments from Nancy: "Are you making sure that everyone has a voice?" "Is this the finished product?" "Does this include everyone's thinking?"

As we approached the bell, students were relieved to hear that they would have more time the next day.

We should not assume that student's will know how to reflect. Just because we provide time for reflection, that doesn't guarantee that students will know what to think about, what to include, or what the purpose is. In the post-conference, we discussed the need to provide direct instruction about the purpose and contents of a quality reflection that is likely to move someone forward. Over time, we would provide progressively less structure and direction for the reflection leaving it to the student to determine what is most important to include. These students are compliant, but have a learned helplessness. "Tell me what to do and I'll do it." Nancy will experiment with structures that help them gain ownership, stressing metacognition and reflection.

Although Nancy was the one in front of the group, Sarah provided all discipline from her desk. "Tyler and Will, heads up." "Eyes on your own paper." "Shush." "Everybody should be facing, turning desks." This sends a message that Sarah is the main teacher in the room. They should have a conversation about how they will address these situations in a way that send a message of equality and maintains their standing as co-teachers in the room.

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