

Pre-Conference Planning

Sample Pre-Conference Questions to Guide a Coaching Conversation

The questions provided are intended to guide thinking and conversations; every question DOES NOT need to be answered and may not be relevant to every observation.

INSTRUCTIONAL PLANNING

Focus for Learning

- What content will students know/understand? What skills will they demonstrate?
- How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
- What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
- How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's learning Standards?

Knowledge of Students

- What should the evaluator know about the student population?
- How was it determined that this is a developmentally appropriate learning activity?
- How does this lesson connect to student's experiences and/or cultures?

INSTRUCTION & ASSESSMENT

Lesson Delivery

- How will the goals for learning be communicated to students?
- What questioning techniques will be used to check for understanding and encourage higher-level thinking?
- What collaborative and whole class instructional strategies will be used to engage all students?
- How will feedback be used to support student learning?
- What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

Classroom Environment

- How do you demonstrate regard for student perspective, experiences and culture?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

Assessment of Student Learning

- How will you check for student understanding during the lessons?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

PROFESSIONALISM

Professional Responsibilities

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

OTES 2.0 POST CONFERENCE SAMPLE QUESTIONS

The questions provided are intended to guide thinking and conversations; every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING

Focus for Learning

- 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?
- What data did you use so you knew this lesson was appropriate for this group?
- What prior knowledge did students need and how did you connect that to their future learning, to other disciplines, to real life and/or possible careers?
- How did the activities, assessments and resources align with the student needs, school and district priorities, and the Ohio Learning Standards?

Knowledge of Students

- 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?
- How did this lesson connect to students' experiences and/or culture?

INSTRUCTION & ASSESSMENT

Lesson Delivery

- How were goals for learning communicated to students?
- What questioning techniques did you use to check for understanding and encourage higher-level thinking?
- What feedback did you give your students during the lesson?
- Did you have to clarify anything during the lesson? How did you know and what did you do?
- What collaborative and whole group instructional strategies engaged your students?
- What strategies were used to make sure all students achieve lesson goals?
- How did you differentiate your instruction to address all students' learning needs?
 - How did the lesson engage and challenge students of all levels?

- How were developmental gaps addressed?

Classroom Environment

- How did you demonstrate regard for all student perspectives, experiences, and cultures?
- What did you do to ensure interactions were respectful and supportive?
- What classroom routines and procedures were students involved in establishing?
- How was respect for all modeled and taught?

Assessment of Student Learning

- How did you check for understanding during the lesson?
- Did students encounter any learning obstacles? If so, how did you address that?
- Which different methods of assessment did you use in the lesson?
- How did you use assessment data to inform your next steps?
- What was the data and what did it tell you about student learning?

PROFESSIONALISM

Professional Responsibilities

- Discuss ways you reflect and analyze your teaching.
- How do you cooperate with colleagues to improve student learning and instructional practice?
- What is your communication style with students? With families? With colleagues?
- What are some proactive ways you further your own professional growth?

Considerations

Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's High-Quality Student Data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of use of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions

The number and type of focus area(s) (strength and/or area of growth) are determined locally.

Record 3 to 5 reflective questions you would ask the teacher aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.

- 1.
- 2.
- 3.
- 4.
- 5.

Three Key Elements of the Instructional Post-Conference

Conduction the Post-Conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question: “How do you think the lesson went?”
2. Focus area(s)
 - Discuss identified focus area(s)
 - Ask self-reflection question(s)
 - Provide evidence from notes
 - Share resources and supports
3. Present evidence and rating connected to the rubric.