Instructional Post Conference Plan

Teacher Name: [Teacher] Evaluator Name: Samantha Lantis Date: Monday, November 8, 2022 Time: 9:25 AM

CONFERENCE INTRODUCTION/GREETING

Greeting/Set the tone

• Thank you for meeting with me today to discuss the lesson I observed.

Establish the length of the conference

• Today's conference will take us about 30 minutes to complete.

Review **C**onference Process

• We will spend some time discussing your lesson with a focus on your instruction and how students were involved in the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement.

Ask a general impression question

• Talk to me a little but about how you think the lesson went.

REINFORCMENT PLAN

Reinforcement Objective

(Use of learning time) By the end of the conference, the teacher will illustrate how instructional time is maximized in the service of learning through efficient transitions, management routines and positive student discipline and the impact this has on student achievement.

Self-reflection questions

- What was a strength of the lesson?
- Talk to me about a bit about your classroom environment and culture.



- Why do you think your use of learning time was a strength in this lesson?
- When you plan a lesson, how do you plan to ensure instructional time is maximized in the service of learning through efficient transitions, management routines and positive student discipline?

Identify specific examples from script about what teacher did relatively well. (EVIDENCE) Reinforcement Evidence Examples From Classroom Environment and Culture- Use of Learning Time, Instructional time is maximized in the service of learning through efficient transitions, management routines and positive student discipline:

- o Students have jobs based on their "dot spots"
 - #I-get papers and pencils
 - #2 get chairs
 - #3- get music stands
 - Students do these jobs at the beginning of the lesson
- Clear procedure for what students are to do when they do their jobs
 - When getting paper and pencils, get supplies for everyone in your group
 - When getting chairs, no more than 2 at a time. Get from the front
 - When getting stands, no more than 2 at a time. No more than I person in the aisleway. Line forms by squishmallow, Tristan.
- \circ $\,$ Music plays when supplies are being retrieved, so the transition is timebound.
- Asked for extra questions and input (about the moon!) at the end of the lesson
- Students know how to be ready to learn
 - Music stand in front of them
 - Stting on seat behind stand
 - Music, recorder and pencil is on the music stand
 - Waiting for instructions
- Lesson followed this structure
 - [7 minutes] 9:26 9:33, entry and getting materials (transitions)
 - [7 minutes] 9:33 9:40, share learning target, model, give success criteria
 - [29 minutes] 9:40 10:09, students practice in partnerships, Mr. [Teacher] provides feedback



- [6 minutes] 10:09 10:15, students clean up materials and transition to lining up
- In total: 13 minutes for materials and transitions, 36 minutes for instruction
 - Importance of students learning to gather their own materials and know how to set up their music station was discussed in the pre-conference. This builds independence but also prepares students for band.
- Student misbehavior was rare and quickly redirected by Mr. [Teacher].
 - One student blew into the recorder when he should not have, Mr. [Teacher] redirected. Only misbehavior seen.

Recommend action to continue practice.

• "Continue to use your instructional plans to ensure instructional time is maximized in the service of learning through efficient transitions, management routines and positive student discipline. This is important because it ensures students are given every opportunity during a lesson to improve their achievement by staying focused, getting support when they need it and are efficient in completing their work. This will help maximize learning for all students."

Elicit feedback to explain why skill is critical to student learning. (CHECK FOR UNDERSTANDING)

- How do you think ensuring instructional time is maximized in the service of learning through efficient transitions, management routines and positive student discipline impacts your students?
- How do you think your classroom environment and culture affects student achievement?

REFINEMENT PLAN

Refinement Objective

Ownership of learning. By the end of the conference, the teacher will clarify how she promotes student engagement for her lessons by providing opportunities and strategies for students to take ownership of their learning, and the impact this has on student achievement.

Self-reflection

• Looking back at the lesson, what might you have changed?



- Talk to me about how you planned to promote student engagement for this lesson, especially during your partner work.
- How do you allow students to take ownership of their learning?
- When you plan a lesson, how do you plan to provide opportunities and strategies for students to take ownership of their learning?

Refinement Evidence Example From Student Engagement- Ownership of Learning, Providing opportunities and strategies for students to take ownership of their learning:

- Lesson followed this structure
 - [7 minutes] 9:26 9:33, entry and getting materials (transitions)
 - [7 minutes] 9:33 9:40, share learning target, model, give success criteria
 - [29 minutes] 9:40 10:09, students practice in partnerships, Mr. [Teacher] provides feedback
 - Partnership I, 9:40-9:45
 - Partnership 2, 9:45 9:49
 - Partnership 3, 9:49 9:51
 - Partnership 4, 9:51-9:55
 - Partnership 5, 9:55 9:56
 - Partnership 6, 9:56 9:59
 - Partnership 7, 9:59 10:02
 - Partnership 8, 10:02 10:05
 - Partnership 9, 10:05 10:09
 - o [6 minutes] 10:09 10:15, students clean up materials and transition to lining up
- Each partnership received feedback about making an explosive start to each note.
- Most partnerships (7/9) needed some support with keeping the beat.
- In this lesson:
 - o I Do: 7 minutes
 - You Do: 29 minutes



Provide a model

During our post-conference, we talked about wanting to provide opportunities and strategies for students to take ownership of their learning. In this lesson, you could have used a gradual release model lesson plan template to ensure you allowing students the opportunity to support student learning.

Using a gradual releasing lesson plan template may allow students to take more ownership of their learning, after learning the important skills they will need before diving in as a group or on their own. The "I Do", "We Do" and "You Do" will allow you to teach the skill intentionally, to make meaning together and then to transfer the skill to their own opportunity to practice. This focus may help your lesson to be more clear and concise for your students and yourself.

The gradual release lesson plan template would be a beneficial strategy for your students, because it providing opportunities and strategies for students to take ownership of their learning. The gradual release lesson plan template will also help you in the areas of design of performance task, success criteria, student participation and meaning making, use of learning time and alignment of instructional materials and tasks. This will help maximize learning for all students.

Guided Practice

Thinking about what we've discussed today, what will you do in the future to ensure that you provide opportunities and strategies for students to take ownership of their in your lessons?

Closing statement

What is something positive you heard about your lesson today?



INTRODUCTION: You (re)introduce the skill. **1 MINUTE** STEP 1 **STEP 2** INSTRUCTION: You explain and demonstrate the skill. **10 MINUTES SAY WHAT | 5 MINUTES SHOW HOW** | 5 MINUTES Explain the specifics of the skill Model the physical steps of while building an anchor chart. the skill while thinking aloud. Capture the thinking from the *I-do* experience. Ok, let me show you what this thinking looks and sounds like. I DO. (YOU WATCH & LISTEN.) **STEP 3** INTERACTION: They experience the skill. 15 MINUTES Capture the thinking from the We-do experience. Execute the physical steps of the skill while encouraging students to help. Now you help me with this next one. WE DO. (I DO, YOU HEL **STEP 4** CLOSURE: You crystallize the skill. **10 MINUTES** Now it's your turn. YOU DO (INDEPENDENTLY Describe the work-time task where students OR WITH SUPPORT). will practice/apply the skill.

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AT THE END: TRANSITION

7 MINUTES

7 MINUTES

BEFORE YOU BEGIN: TRANSITION

Utilize the 4-step lesson architecture.

Embrace the power and purpose of Step 2.

This skill means...

because...

lt's an important skill

Readers use this when...

Authors expect readers to...

Readers think about...

Authors give clues or details like...



- State the significance of the skill.
- Shape & layer understanding.
- · Emphasize with energy & emotion.
- · Edu-tain with visuals & voices.

I do. You watch & listen.

I teach.

& listen.

You watch

Readers

I do another one. You help.

STEP 2B: SHOW HOW

I know that readers... In order to... I need to...

I know that authors...

I'll look for (what)... I'll look (where)...

I see (this) and it makes me think...

I'm trying to... Maybe I could...

- Provide the link between knowledge & know-how.
- Prepare to release students into You-do experiences.
- Simulate the skill in action.
- Model habits of a strategic reader.
- Engage students with the delivery.
- Elevate the skill to one that is memorable.

Execute a parallel experience in Step 3.

- · Let students dabble with the skill— orally.
- Provide every-student-response opportunities.
- Massage their thinking.

WHOLE-CLASS

PLANNER

STEP 1: Introduction			
IDENTIFY THE SKILL	DEFINE IT SIMPLY	EXPLAIN ITS PURPOSE	1 minute
STEP 2: Instruction		l do (You watch	& listen)
TELL THE CHILDREN THESE INSTRUCTIONAL	POINTS	<i>I DO</i> — PLAN OUT A MODEL & THINK ALOUD	10 minutes
STEP 3: Interaction		We do <i>(I do, y</i>	ou help)
	WE DO — PLAN A SECOND PARALLEL E	EXAMPLE	15 minutes



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10 minutes