Instructional Post Conference Plan

Teacher Name:	[Teacher]	Evaluator Name:	Samantha Lantis
Date of Post-Conference:		Time:	

CONFERENCE INTRODUCTION

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

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

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.

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

REINFORCMENT PLAN

Reinforcement Objective

By the end of the conference, the teacher will <u>clarify</u> how her <u>communicates the learning target</u> through verbal and visual strategies, check for student understanding of the learning targets and references them throughout instruction and the impact this has on student achievement.

Self-Reflection Questions

W hat was a strength of the lesson?

Talk to me a bit about purpose in this lesson.

Why do you think your communication of the learning target was a strength in this lesson?

When you plan a lesson, how do you plan to <u>communicate the learning target through verbal</u> and visual strategies, check for student understanding of the learning targets and references them throughout instruction?

Reinforcement Evidence Examples from <u>Purpose</u> – <u>Communication of the Learning Target</u>, <u>Communicate the learning target through verbal and visual strategies</u>, check for student <u>understanding of the learning targets and references them throughout instruction</u>:

- At the beginning of number corner, Mrs. [Teacher] referenced every I can statement.
 - Students were asked to read each learning target aloud.
 - The learning targets were:
 - I can add and subtract up to 20.
 - I can tell time to the hour.
 - I can tell if a number is odd or even.
 - I can use what I know about addition to help solve subtraction problems.
 - I can skip count by I0s
 - o Mrs. [Teacher] spent II minutes reviewing her learning target about odd and even numbers.
 - One of our learning target says I can tell if a number is odd or even
 - How do you know if a number if odd
 - It cannot be divided by two or ends with I, 3, 5,7 or 9
 - Thumbs up if you agree
 - How do you know if a number is even? Do you remember what he just said? Then how do you know it is even?
 - If a number is even, it can be divided by 2 and what else? 2, 4, 6 and 8
 - Let's look at our rectangle
 - If I3 is on top, what could we say?
 - If it is the same on top and the same on bottom, what is that?
 - What is the addition equation?
 - Give me a subtraction equation from this addition equation
 - Is 26 odd or even? How do you know?
 - It could be divided by 2
 - The last number is even. How do you know that?
 - Mrs. [Teacher] explicitly stated the learning target (odds and evens) multiple times over the six minutes.
 - Mrs. [Teacher] provided visual models in her number corner area to show odd and even numbers.

Continue to use your instructional plans to <u>communicate the learning target through verbal and</u> <u>visual strategies, check for student understanding of the learning targets and references them</u> <u>throughout instruction</u>. This is important because <u>it ensures your students are focused on what</u> <u>it is that you want them to learn. It also allows you to be intentional in your instruction</u>. This will help maximize learning for all students."

Elicit feedback to explain why skill is critical to student learning.

How do you think communicating the learning target through verbal and visual strategies, check for student understanding of the learning targets and references them throughout instruction impacts your students?

REFINEMENT PLAN

Refinement Objective By the end of the conference, the teacher will <u>explain</u> how her <u>Use of Scaffolds that are clearly related</u> to and support the development of the targeted skill and the impact this has on student achievement.

Self-Reflection Questions

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

Tell me a how you created a plan for <u>curriculum & pedagogy</u> in this lesson.

How did you design your <u>use of scaffolds</u> for this lesson?

When you plan a lesson, how do you plan to provide scaffolds that are clearly related to and support the development of the targeted skill?

Refinement Evidence Examples from <u>Curriculum & pedagogy</u> - <u>Use of scaffolds</u>, <u>Provide</u> <u>scaffolds that are clearly related to and support the development of the targeted skill</u>:

- Mrs. [Teacher] spoke to me about her desire to improve the word problem solving skills of her students in our pre-conference.
- During the lesson, Mrs. [Teacher] focused on her word problem for three minutes.
 - Quickly, we need to go through something. I want you to take a look at this equation right now.
 - Listen to this problem right here.
 - 6 went outside
 - 8 were still left outside
 - How many were at the table to start with
 - I need to see an equation
 - Do we know what we started with
 - When you don't know, what do you put?
 - We know how many went outside? 6
 - We know how many were left right? 8
 - Are we adding for subtraction
 - If they went outside, I am subtracting
 - _ 6 = 8
 - What is the missing number in that box?
 - Thumbs up if you agree?
- Students watched the problem being solved. Students did not use their whiteboards or were not asked to complete the problem individually.

Research-based Tool, Strategy, or Idea

Ride is for problem-solving (Mercer & Mercer, 1993).

- R Read the problem correctly.
- I Identify the relevant information.
- D Determine the operation and unit for expressing the answer.
- E Enter the correct numbers and calculate.

George Polya's "4 Step method" (Polya, 1954)

- o **See**
- o **Plan**
- **D**0
- Check

At the lunch table, 6 students went outside. 8 students were still left inside. How many were at the table to start with?

R - Read the problem correctly.

Underline the question.

I - Identify the relevant information.

Circle the information that will help you solve the problem.

D - Determine the operation and do the work.

Show your work.

E – Equation/expression and answer with a label.

Write your equation or expression. Write your answer with a label.

W hy is this beneficial?

- Scaffold/strategy to support the students as they attack word problems individually.
- Gradual release of responsibility.
- Concrete strategy that can be applied to any word problem.

This will also support your instruction in the areas of...

- o Differentiated instruction for students
- Alignment of instructional materials and tasks
- Discipline-specific teaching approaches
- Opportunity and support for participation and meaning-making
- Ownership of learning
- **D**esign of performance task
- Success criteria

Guided Practice

Thinking about what we've discussed today, what will you do in the future to ensure that you <u>Provide scaffolds that are clearly related to and support the development of the targeted skill</u> in your lessons?

W hat is something positive you heard about your lesson today?

At the lunch table, 6 students went outside. 8 students were still left inside. How many were at the table to start with?

R - Read the problem correctly. Underline the question.

I - Identify the relevant information.Circle the information that will help you solve the problem.

D - Determine the operation and do the work. Show your work.

E – Equation/expression and answer with a label. Write your equation or expression. Write your answer with a label.

Check your answer!