

The Post-Conference and Critical Conversations



The Challenges



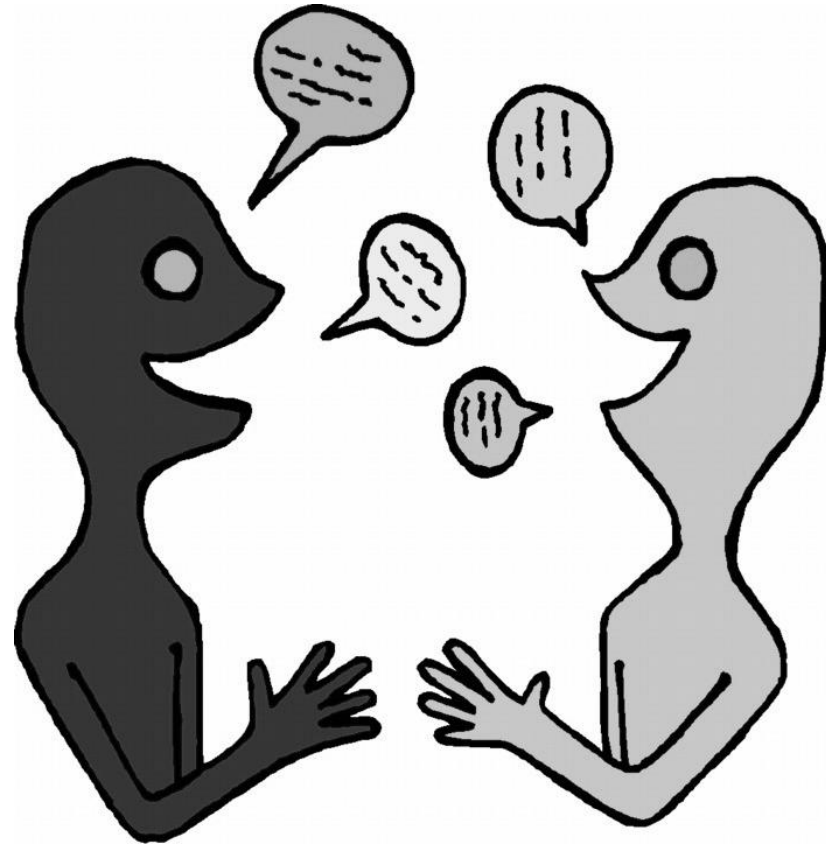
Please list the challenges
you face in moving forward
with meaningful
and critical
conversations.

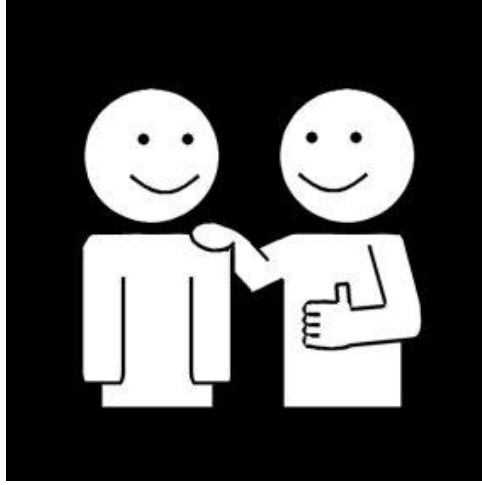


Why do these challenges need to be overcome?



The Postconference

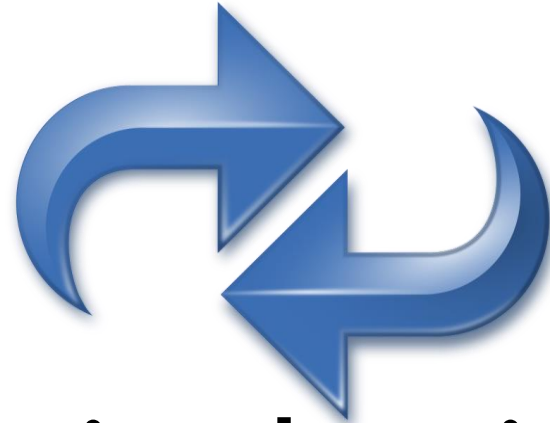




Start with positive
feedback and
reinforcement based on
evidence



The teacher reflects on strengths in the observed lesson.



The principal reinforces and adds areas where strength and progress were demonstrated.



Use specific
feedback
based on
evidence.



“I always wanted to be somebody, but now I realize I should have been more specific.”
Lily Tomlin

“Teacher offers a
variety of solutions.”



More specific...

“At two different times during the lesson, you showed three variations of students’ solution methods to help strengthen other students’ understanding of the content.”



Take time to review...

“The teacher asked
higher-level
questions.”



- ▶ Started with positive feedback and reinforcement based on evidence

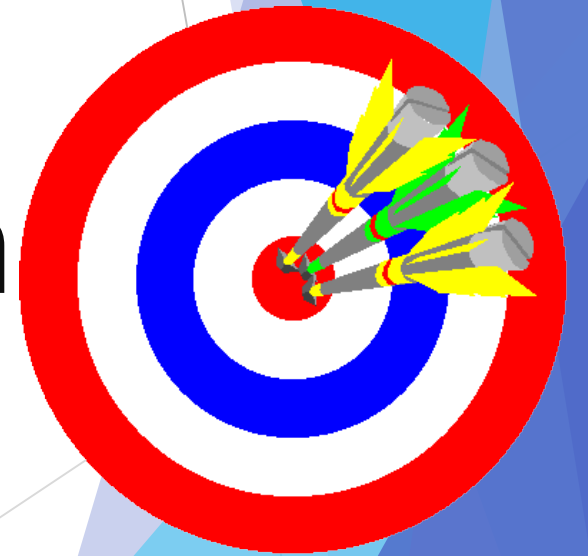


What is a targeted question?

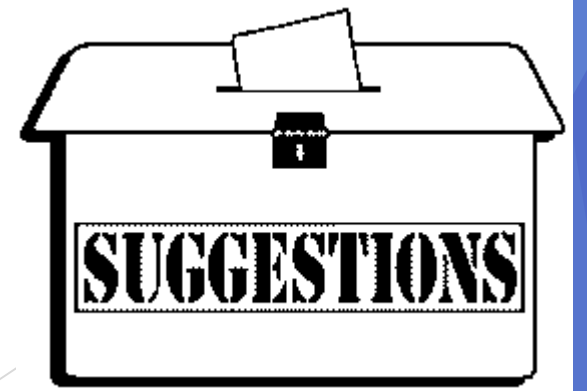


Targeted Questions

Ask specific and targeted questions to lead the teacher to the most critical area(s) of growth focusing on DPCs or crucial area(s).



- ✓ Address no more than 3 opportunities for growth from the DPCs or crucial area(s)
- ✓ Be open to the area(s) the teacher suggests



- ✓ Ask the teacher specific questions to lead them to identify the area(s) of growth **BEFORE YOU DO!**



- ✓ Reinforce the teacher's suggestions or ask follow-up questions remembering to focus on specific evidence.



How do I know what level of practice
a piece of evidence really is?

Use your resource:

The Framework for Teaching
Evaluation Instrument
2013 edition

Let's see how we do!



Evidence noted:

Students in three of the five small groups are figuring out an answer to the assigned problem; the students in the two other small groups are asking each other what they should do next.

3c – Engaging students in learning – Basic level

Some targeted questions:

- ▶ Why do you think 3 groups were figuring out an answer and 2 groups were not?
- ▶ How did you determine the groupings? Would you do this differently next time?
- ▶ What activity did you have planned for a group if they finished before the others?



Let's try it...

Effective effort
leads to
achievement



1. Identify the domain
2. Delineate the component
3. Ascertain the level of practice
(Unsatisfactory, Needs Improvement, Proficient or Distinguished)
4. Develop at least **3** targeted questions designed to move the teacher from one level of practice to the next higher level of practice



Resource for targeted questions:

Possible Guiding Questions
Conversations Between Principals
and Teachers (PDE, 2014) and
Domain 5 Guiding Questions



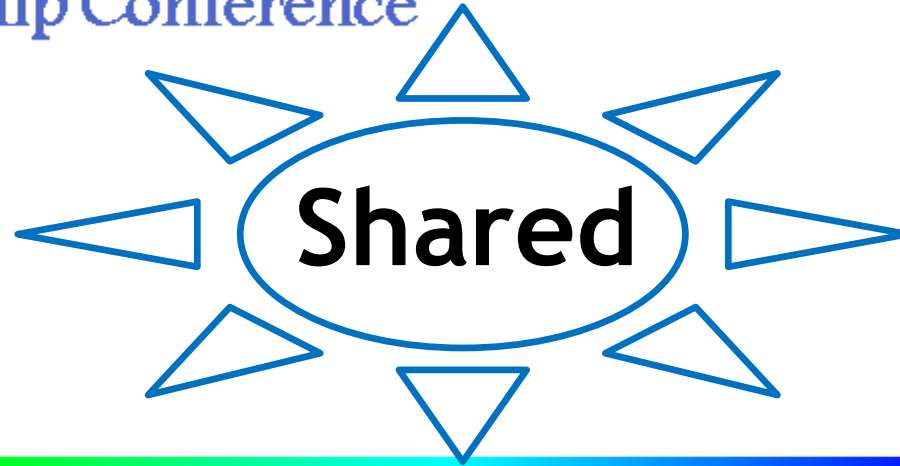
- ▶ Started with positive feedback and reinforcement based on evidence
- ▶ Used targeted questions to lead to possible areas of growth





The Collaborative Spectrum...

Teacher-Driven



Principal-Driven



Area(s) of Growth Identified

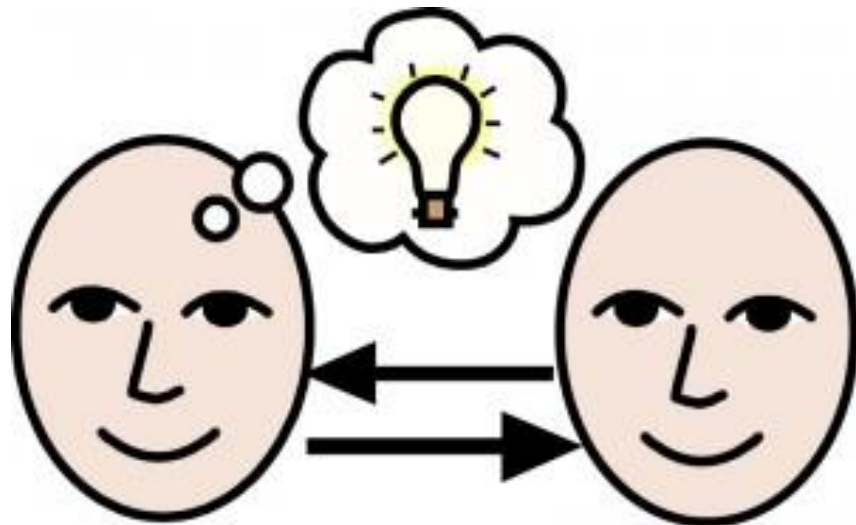


- ▶ Started with positive feedback and reinforcement based on evidence
- ▶ Used targeted questions to lead to possible areas of growth
- ▶ Collaborated to identify specific areas of growth

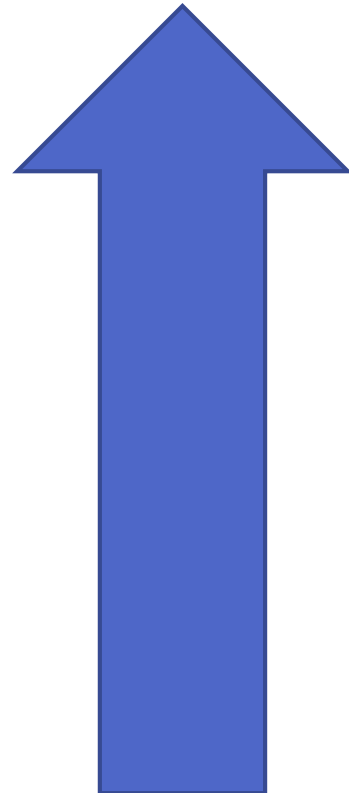


Exploring possible changes...

Teacher and principal brainstorm possible changes to the teaching practice to address the area(s) of growth.



Increase Student Engagement



In groups of 2,
brainstorm 3 possible
strategies to **increase**
student engagement and
identify 3 resources that
could be referenced.





BE SPECIFIC!



- ▶ Started with positive feedback and reinforcement based on evidence
- ▶ Used targeted questions to lead to possible areas of growth
- ▶ Collaborated to identify specific areas of growth
- ▶ Explored possible changes in practice and identified resources



Confirm and plan next steps

Summarize the follow-up steps:

- ✓ Need to write (teacher) and observe (principal) **changes** in lesson plans
- ✓ Short-term follow-up – decide on one or two steps that will happen in the next few weeks



- ✓ Plan on checking with the teacher in the next few weeks to ensure change is happening (walkthrough or conversation)
- ✓ Long-term follow-up - notes will help you both recall area(s) of growth to focus on for next year's goal and teacher observations



- ▶ Started with positive feedback and reinforcement based on evidence
- ▶ Used targeted questions to lead to possible areas of growth
- ▶ Collaborated to identify specific areas of growth
- ▶ Explored possible changes in practice and identified resources
- ▶ Confirmed and planned next steps



Conditions that enhance critical conversations...



Examples include:

- ▶ Conversation follows a regular course of interactions
- ▶ Teachers understand the principal is focused on educational quality
- ▶ Principal has shared his/her expectations of what great instruction looks like
- ▶ Atmosphere of trust
- ▶ Quiet and confidential area for the postconference



- ▶ Teachers understand that the clinical cycle of evaluation is a growth model
- ▶ School environment supports and promotes risk-taking; created from a safe environment for learning and encouraging innovation
- ▶ Principal regularly shares best practices and leverages the strengths of the teachers



Now let's put it all together!



Read the profile and...

1. Recognize 3 reasons why this teacher may be a challenge
2. Identify 3 areas for growth (consider Diocesan Prioritized Components)
3. Now create a critical postconference conversation with the teacher by:



- ▶ Start with positive feedback and reinforcement based on evidence
- ▶ Use targeted questions to lead to possible areas of growth
- ▶ Collaborate to identify specific areas of growth
- ▶ Explore possible changes in practice and identify resources
- ▶ Confirm and plan next steps

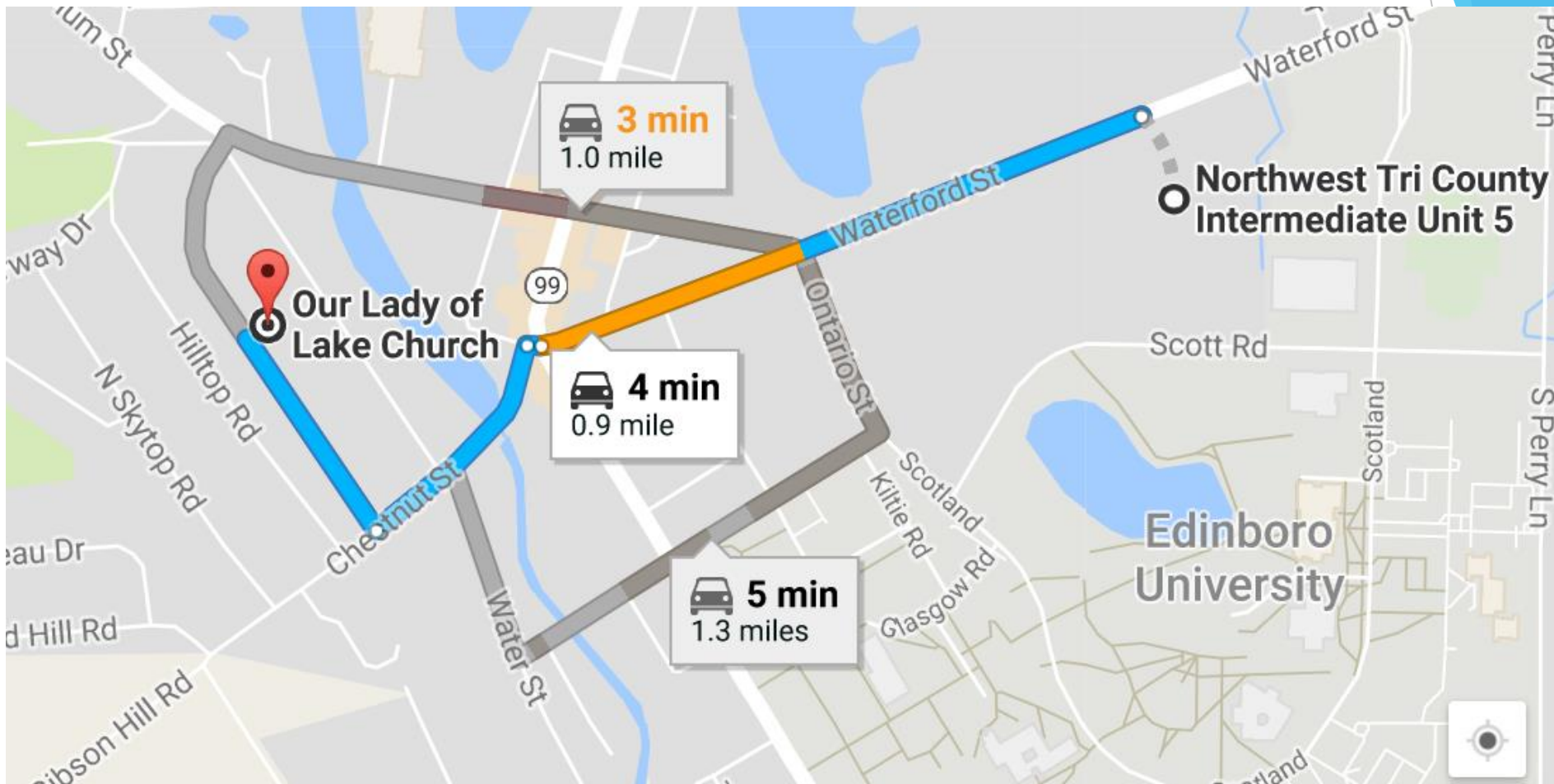


DAILY WRAP-UP



Diocese of Erie

Catholic Schools Leadership Conference



Diocese of Erie

Leadership for Learning