

Probationary Teacher Post-Observation Protocol

Purpose

The post-observation protocol is an opportunity for the observer and teacher to have an evidence-based conversation about the observation and for the teacher to receive actionable feedback. By the end of the conference, the teacher will have specific next steps to integrate into his/her practice.

Preparing for the Conversation

Stage 3: Once you have collected the data, you must now analyze your notes and prepare for the feedback loop in the cycle. Your task might be tallying the number of times the novice did something, looking for patterns of behavior, noting a significant event in the lesson, or assessing which performance indicators were demonstrated and which were not. Based on specific data and concrete examples, you are now able to interpret the impact of the teaching performance.

Mentor will...

- Review the post-observation questions and make note of any additional questions or alignment with professional goals.
- Identify areas of strength and opportunities for growth by citing evidence from classroom observation.

Stage 4: You both come together for a post-observation conference after each of you has had an opportunity to reflect on the lesson. You, as the mentor, must now provide feedback that is helpful without being judgmental. Some ways to communicate to the mentee's areas of needed improvements without presenting communication roadblocks include:

- Describing the behavior in specific rather than fuzzy terms
- Limiting yourself to behavioral descriptions
- Stating your description in objective terms, noting the impact of the behavior

Mentee will:

- Review post-observation questions.
- Collect and analyze student work samples or other documents related to the lesson.
- Identify areas of strength and opportunities for growth from the classroom observation and analysis of evidence.
- Jot down notes and ideas on a plan for growth.

During the Conversation

Mentor will...

- Ask questions and take notes on the conversation.
- Share evidence, alignment, strengths, and opportunities for growth.
- Collaboratively identify and document a plan for growth for the teacher based upon the conversation and assessment.

Mentee will...

- Share responses to the questions and share documents and/or student work samples from the lesson.
- Use evidence to identify strengths and opportunities for growth.
- Collaboratively identify and document a plan for growth.

After the Conversation

Mentor will...

- Type and submit conversation guideline responses and Post-Observation Next Steps form to PLCSS.

Stage 5: This last stage of the coaching cycle is reflection. This gives both the mentor and the mentee an opportunity to discuss the effectiveness of the mentoring process. When both parties share in the analysis, it brings to the surface behaviors that didn't work as well as expected and provides a mechanism to share concerns and reinforce effort.

At the end of the conference, the mentor and mentee will receive a signed copy of the completed documents, which includes planning for growth on the Post-Observation Next Steps form.

****Please refer to Article Summary from Mentor Modules: Coaching Cycle and Approaches regarding more information about the stages.***

Post-Observation Conversation

Mentee's Name: _____

Mentor's Name: _____

Grade Observed:	Subject/lesson observed:
Date of Observation:	Length of Observation:
Date of Pre-Conference:	Date of Post-Conference:

Instructions: During the conference, the teacher and mentor will discuss the questions and share any relevant evidence. The mentor will submit the typed responses to the mentee and to the PLCSS.

1. In general, what was successful about the lesson? Comment on your classroom environment (e.g. interactions, culture, procedures, and student conduct) and instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
2. Did students engage in the lesson? Did they learn what you intended for them to learn? What evidence/data supports your response?
3. What strategies and materials allowed you to differentiate for the varied learning styles and abilities of the students?
4. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?
5. For students who struggled with the content or engagement, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all?

Post-Observation Next Steps

Instructions: Prior to the post-observation conference, the mentor and mentee can separately jot down answers to guiding questions in the box below. Use this information to determine the most appropriate opportunity for growth and plan for the growth using the template below.

Strengths	Areas for Growth/Extensions

Monitoring Next Steps

M/O*	Professional Development Opportunities	When	Evidence of Accomplishment

Support Needed

Signing below indicates that the post-observation meeting took place and all parts of the protocol have been completed. A signed copy should be provided to the mentee.

Mentor's Signature: _____ Date: _____

Mentee's Signature: _____ Date: _____

**M/O – Mandate or optional. A professional development opportunity can be considered optional unless the evidence indicates that a teacher is ineffective or developing on the standard.*