

## **Post Conference Questions by Cluster**

**Cluster 1: Clarity of Instructional Purpose and Accuracy of Content** 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes; resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities, and assignments aligned to instructional purpose

What did you intend for the students to learn from the lesson?

How do you know that students did in fact learn what you intended?

How does this learning connect to what students, and you, did yesterday and where will it lead in future lessons?

In what ways did you make meaningful connections? (personal, real world and to prior knowledge)

How was your lesson designed to engage students in higher level learning/thinking?

**Cluster 2: Safe, Respectful, Supportive and Challenging Learning Environment** 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work, and pride in that work

How have you cultivated an environment of respect among the students in this class? What evidence do you have of the effectiveness of the approach?

How have you worked to cultivate a commitment among the students in this class toward hard work even in the face of challenges? How do you convey to students that while the work in this class is challenging, they'll be able to succeed if they apply themselves?

What techniques do you use to encourage a culture of learning among students in which they welcome challenging work, rather than seeing an easy path?

Questions about specific observed events related to the classroom environment

(During observation, supervisor should look at interactions between students and student teacher. Is it safe, respectful, supportive, and also challenging. Are high expectations encouraged? What about perseverance? Is the environment safe for risk taking? Do students take pride in their work?)

**Cluster 3: Classroom Management:** 2c: All 2d: All 2e: All

To what degree do you feel you maintained the routines and procedures in your classroom? What challenges did you overcome in doing this?

What obstacles did you encounter in engaging students, and how did you address them? What approaches did you find to be most effective?

What have you done to build on the teacher's classroom routines and procedures?

Questions about specific observed events related to classroom management

**Cluster 4: Student Intellectual Engagement:** 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/discussions, student discourse 3c: Intellectual challenge

To what extent have you modified the tasks and activities in your lesson to make it more engaging to your students? How have you done that?

How much of a challenge has it been to ask students higher order questions? How much of a challenge has it been to teach your students to ask higher order questions?

How have you taught your students to engage in discourse with one another? To listen and disagree with respect?

To what degree have you succeeded in teaching your students to be aware of their own thinking? How have you done this?

Are there times when you find you are not able to teach the content you want through engaging activities and learning tasks, when you just have to “lecture through it?” How do you decide when that is needed?

Are students being challenged to think and make connections through both the instructional activities and the questions explored?

How do the taught strategies and activities promote student agency in their learning of challenging content?

Questions about specific observed events related to student engagement

**Cluster 5: Successful Learning by All Students:** 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All

How are you sure that all the important learning outcomes in your curriculum are included in summative assessments?

What techniques do you use, in addition to those I observed, to make sure that all your students are “with” you during a lesson?

Describe a strategy you developed, before a lesson, to use at a critical point in that lesson to check on the level of understanding of all your students.

What modifications did you make to meet the needs of your diverse learners?

To what extent have you sought out the resources, including parents, to support student learning?

How are you aware of the success of the lesson in reaching students?

Questions about specific observed events related to successful learning by all students

**Cluster 6: Professionalism** 1d: Resources to extend professional knowledge 4d: All 4e: All 4f: All

How do you stay abreast of the subjects you teach?

In what ways have you contributed to the professional environment of your grade or department or the entire school?

Can you describe an occasion when you advocated for the wellbeing of your students in an assertive way? If so, please describe.

What resources, within the school or district, or even in the larger community, have you enlisted to help one (or more) of your students?

How have you taken a leadership role within your grade or department to support the learning of your colleagues?

### **Reflection Sheet (Enhancing Professional Practice: A Framework for Teaching)**

As I reflect on the lesson, to what extent were students productively engaged? (Component 4a)

Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Components 1f and 4a)

Did I alter my goals or instructional plans as I taught the lesson? Why? (Components 1e and 3e)

If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why (Component 4a)