Excerpts from the Best Practice Center (BPC) Evaluation Handbook which can be found under the “Document Library” tab in NIET’s BPC Portal.

**EVALUATION SYSTEM HANDBOOK**

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the scores, but with coaching questions that, through reflection, lead to the identification of the areas of reinforcement and refinement.

**Post-Conference Introduction**

1. **Greeting/Set the tone.** This time should be used to put the teacher at ease.
2. **Establish the length of the conference.** Ensure the teacher that you respect his/her time and have set a time limit for the conference.
3. **Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: “Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement.”
4. **Ask a general impression question.** This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.
   Example: “How do you think the lesson went?”

**Reinforcement Plan**

1. **Reinforcement objective.** Use specific language from the rubric to develop the objective.
   Example: “By the end of the conference, the teacher will be able to explain how she plans for the types and frequency of questions that she asks during a lesson.” This objective includes specific language from the **Questioning** indicator.

2. **Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.
   Example: “When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?” (Refer to “Explanation of the TAP Teaching Standards” for additional examples of coaching questions).

3. **Identify specific examples from the evidence about what the teacher did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the indicator being reinforced.
   Example: “You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. You also asked them to define vocabulary within the lesson’s aim, which allowed you to restate the aim, using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates’ responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph.”

Refinement Plan

1. **Refinement objective.** Use specific language from the rubric to develop the objective.
   
   Example: “By the end of the conference, the teacher will be able to explain how she plans for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure.” This objective includes specific language from the Lesson Structure and Pacing indicator.

2. **Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.
   
   Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the TAP Teaching Standards” for additional examples of coaching questions).

3. **Identify specific examples from the evidence about what to refine.** It is critical that the observer leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.
   
   Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.”

4. **Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.
   
   Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

5. **Share the performance ratings.**