

## Post-Observation Conference Worksheet for Principals

Educator Name: Ms. Jones

Observation Date: 1/15/16

Agenda Overview	Preparation for Conference	Notes from Conference
<p><b>Praise</b> <i>Deliver specific praise and reference an area in which the teacher demonstrated growth in use of the science practices.</i></p>	<p>Ms. Jones did an excellent job creating an environment where students were able to develop and use models to explain how a singer shattered a glass with his voice.</p>	
<p><b>Focal Science Practices</b> <i>Identify the science practices observed and the practice on which to focus for this conference.</i></p>	<ul style="list-style-type: none"><li>• Developing and using models: excellent use of models to support students making sense of phenomena! This will be the focus of the conference.</li><li>• Constructing explanations</li></ul>	
<p><b>Probing Questions</b> <i>Ask a probing question that gets to your "key lever" around the focal science practice.</i></p>	<p>Students had opportunities to create consensus models (drawings) focused on explaining the natural world. Students received feedback on their consensus models from other groups.</p> <ul style="list-style-type: none"><li>- Could you describe what the student feedback looked like? How could you encourage students to evaluate the merits and limitations of the models?</li><li>- How could you provide students with choice as to which type of model to make?</li></ul>	
<p><b>Key Levers</b> <i>Deliver the piece of feedback that will most dramatically improve the teacher's performance around the focal science practice.</i></p>	<p>Ask students to further discuss the benefits and drawbacks of their consensus models (using their data as evidence) and how these compare with models scientists use. Provide students with opportunities to choose the type of model they develop. Some instructional strategies to support this goal:</p> <ul style="list-style-type: none"><li>- Ask students to critique models from various sources, such as texts, the internet, and</li></ul>	

	<p>physical representations in the classroom. Facilitate a discussion of the benefits and drawbacks of the different models. Emphasize for students that all models have benefits and drawbacks.</p> <ul style="list-style-type: none"> <li>- Provide opportunities for students to make decisions about the type of model they will create, such as a picture, a physical creation, or a computer animation. Emphasize that there is no one "right" way to create a model, but that models should show how or why the phenomenon under study occurs.</li> </ul>	
<p><b>Develop Plan</b>  <i>Identify the resources that will improve the focal science practice. Discuss when to observe again and what to look for.</i></p>	<p>Visit website to see more "Instructional Strategies for Science Practices" tools on Developing and Using Models.</p> <p>Invite me in to observe students developing different types of models and/or critiquing various models.</p>	