

## Post-Observation Conference Worksheet for Principals

Educator Name: Mrs. Bridgewater

Observation Date: 3/5/14

<b>Agenda Overview</b>	<b>Preparation for Conference</b>	<b>Notes from Conference</b>
<b>Praise</b> <i>Deliver specific praise and reference an area in which the teacher demonstrated growth in use of the science practices.</i>	Different displays of data Students working well in groups	Ms. Bridgewater has been working on providing different displays of data.
<b>Focal Science Practices</b> <i>Identify the science practices observed and the practice on which to focus for this conference.</i>	Analyzing data Scientific explanations? – focus on this	Ms. Bridgewater understands that explanations should focus on how or why a phenomenon occurs, but is struggling with how to get students to do this.
<b>Probing Questions</b> <i>Ask a probing question that gets to your “key lever” around the focal science practice.</i>	Were students really able to write scientific explanations? How could you get students to write explanation that explain how/why the bug population will change?	
<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>	The question Ms. Bridgewater posed did not seem to require an explanation, just a yes/no answer. A better question would help students write explanations.	Ms. Bridgewater will work on writing questions. She will also teach students what “counts” as a scientific explanation so the expectations are clear.
<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>	If Ms. Bridgewater does not understand what explanations are, suggest looking at NGSS webinars.	Since Ms. Bridgewater has a good understanding of what a scientific explanation is she will use the next few weeks to teach it more explicitly to students and write better questions. Observe again in approximately 3 weeks.