

## Post-Observation Conference Worksheet for Principals

Educator Name: **Mr. Kent**

Observation Date: **3/12/16**

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>Mr. Kent did an excellent job developing scaffolds (sentence starters, listening guides, etc.) to promote a learning environment in which students engaged in productive student-driven argumentation.</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>• Engaging in Argument from Evidence: Conference Focus</li><li>• Analyzing and Interpreting Data</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>Mr. Kent's students participated in discourse which involved the use of evidence and reasoning to support their claims. This discourse rarely involved disagreement or critique in their discussion of competing claims.</p> <p>How will you promote a discussion environment where students build on and question each other's ideas through critique of competing arguments?</p>	
<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>Promote the practice of questioning and critique in argumentation by:</p> <ul style="list-style-type: none"><li>-Modeling for students what it looks like to question or critique another person's idea. For example, "I disagree with _____'s claim, because I interpreted the data in a different way. I think the data shows that _____is important for...."</li><li>- Revising argumentation questions in lessons or curriculum to ensure that the competing claims are</li></ul>	

	<p><i>all</i> relatively viable for students to potentially support with evidence. When students have multiple viable competing claims, there is more opportunity for critique</p> <ul style="list-style-type: none"> <li>- Stressing it is important for students to be willing to change their minds if new ideas or evidence are presented by their peers that convinces them of the strength of a competing claim.</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. Pick strategies that best support the needs of your students around engaging in argument from evidence and practice them with students.</p> <p>Invite me in to observe a lesson where student discourse involves building on and questioning each other's ideas through the critique of competing arguments.</p>	