

# Nevada Educator Performance Framework

## Post Observation Conference Guide

The purpose of these guiding questions is to frame the discussion about the lesson after the observation. Not all areas need to be addressed in the conference, but may be viewed in the artifacts provided by the teacher to the evaluator. The teacher should receive this guide in advance of the conference to reflect on the lesson and gather artifacts relevant to the questions. The evaluator should make notes on this form in advance to prepare for a collaborative discussion of the elements observed.

Artifacts may include but are not limited to: semester/unit plans, lesson plans, activity descriptions, handouts, copies of formative and summative assessment items, data analysis of prior student work/assessment results, audio/visual/print resources, concept representation models (graphic organizers, note-taking formats, learning logs, journal entries, models etc.), student work samples.

**Teacher Name:** \_\_\_\_\_ **Class/Period Observed:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_ **Date of Conference:** \_\_\_\_\_

Instructional Standards	NOTES and REFLECTIONS
Learning Purpose and Connections Standard 1	
<p><b>What were the learning goals in your lesson?</b></p> <ul style="list-style-type: none"> <li>• How did you structure your lesson based on your assessment of students' prior knowledge of the content and skills?</li> <li>• How did you make connections to connect to previous learning and background knowledge?</li> <li>• How did the students respond to the connections?</li> <li>• Did you accomplish the learning goals? Why or why not?</li> </ul>	
Learning Tasks and Cognitive Demands Standard 2	
<p><b>How were students supported in achieving the learning goals?</b></p> <ul style="list-style-type: none"> <li>• How did students respond to the various DOK levels in the tasks and activities in the lesson?</li> <li>• How did individual learners progress in this lesson?</li> <li>• How did you support individual learners in achieving the learning goals based on their current skill and knowledge levels?</li> </ul>	
Engagement Strategies and Discourse Standard 3	
<p><b>What did students learn from the dialogue and discussions?</b></p> <ul style="list-style-type: none"> <li>• How did students perform in demonstrating their skills in argumentation, explanation, and critique, using logic/evidence to support or refute a claim or position?</li> <li>• How did the use of multiple representations of concepts help students in their thinking? (i.e., graphic organizers, visuals, drawings, concept maps, videos, simulations, data formats)</li> <li>• How did students relate their personal experiences and knowledge to connect to the new concepts and skills?</li> </ul>	

<ul style="list-style-type: none"> <li>• How well did students collaborate with each other?</li> </ul>	
<b>Student Understanding of and Responsibility for Learning Standard 4</b>	
<p><b>What metacognitive activities were included in the lesson?</b></p> <ul style="list-style-type: none"> <li>• Did students know the learning goals, the performance criteria and purpose of the lesson? How do you know?</li> <li>• How did students reflect on their learning progress, successes and challenges?</li> <li>• How did students share their learning progress based on their self-monitoring?</li> </ul>	
<b>Assessment Integrated into Instruction Standard 5</b>	
<p><b>How did you assess student progress during the lesson?</b></p> <ul style="list-style-type: none"> <li>• Based on your pre-planning how do you think your lesson targeted the intended learning goals?</li> <li>• What did you learn from checking for understanding during the lesson?</li> <li>• What did the evidence of student learning generated during the lesson inform you about student levels on concept and skills in the lesson? (i.e., writing, one-on-one conferencing, discussions with peers, instructional tasks)?</li> <li>• What was the formative feedback and how was it delivered?</li> <li>• What instructional adjustments have you make based on students' results from their formative assessments?</li> </ul>	
<b>Growth and Reflection Professional Responsibilities Standard 2</b>	
<p><b>What are your next steps with students after this lesson?</b></p> <ul style="list-style-type: none"> <li>• How do you ensure your instruction is on pace with your colleagues at grade level and/or content?</li> <li>• Based on what you have been working on in your instructional practice, what progress are you making based on this lesson? What areas do you want to continue to improve your practice?</li> <li>• How do you feel you are progressing on your growth plan?</li> <li>• How have you incorporated learning from recent professional development experiences in your teaching?</li> </ul>	