**Planning for the Post-Conference**

**Ohio Teacher Evaluation System 2.0**

**Post-Conference Planning**

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

**Considerations**

Before deciding which reflective questions are best matched to the educator’s performance and goals, consider the following:

* What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
* What are the teacher’s goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
* What does the teacher’s high-quality student data (HQSD) demonstrate about instruction and student learning?
* How has the teacher provided evidence of *use* of the HQSD to impact student learning and teacher practice?
* What further supports might this teacher need to enhance practice and demonstrate growth?

**Reflective Questions**

The number and type of focus area(s) (strength and/or area of growth) are determined locally.

* Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.

1.

2.

3.

4.

5.

**Three Key Elements of the Instructional Post-Conference**

**Conducting the Post-Conference**

1. Introduction/Greeting/Establish Length

* Review Conference Process
* General Impression Question: “How do you think the lesson went?”

2. Focus area(s)

* Discuss identified focus area(s)
* Ask self-reflection question/s
* Provide evidence from notes
* Share resources and supports

3. Present evidence and rating connected to the rubric.