*Bedford County Public Schools*

**Post-Observation Conference Record**

**Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions

**This form is to be attached to the classroom observation form.** Evaluators use this form with teachers to guide the dialogue after conducting formal observations. The post-observation discussion focuses on what the evaluator observed as well as providing a forum to dialogue about the other performance standards. Evaluators should provide a copy of the completed “Post-observation Conference Record” to teachers.

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| |  | | --- | | **ASSESSMENT OF AND FOR STUDENT LEARNING**   * Pre-assessment for planning * Students set learning goals and monitor own progress * Variety of assessment strategies * Aligns assessment with curriculum standards * Formative and summative assessment * Appropriate grading practices * Gives constructive and frequent feedback to students on their learning | | **SPECIFIC EXAMPLES:** |
| |  | | --- | | **PROFESSIONALISM**   * Collaborates within the school community for student success * Adheres to laws, policies, and ethical guidelines * Applies professional learning to instruction * Sets goals for improvement of knowledge and skills * Engages in outside activities for school improvement * Positive relationships with parents/guardians through frequent and effective communication * Contributes to school’s professional learning community * Has mastered standard oral and written English in communications | | **SPECIFIC EXAMPLES:** |
| |  | | --- | | **STUDENT ACADEMIC PROGRESS**   * Sets appropriate goals based on baseline data * Documents progress of each student throughout the year * Provides intervention strategies * Provides evidence that goals have been met * Uses outcome data to document and communicate student progress and set interim learning targets | | **SPECIFIC EXAMPLES:** |

**Observer’s Signature Date .**

**Teacher’s Signature Date .**