



Jones International University
Post Lesson Conference Form
June, 2011

Name of Observer:		
Name of Person Who Delivered the Lesson:		
Name of JIU Student Teacher:		
Lesson Content Area:	Grade Level:	Date:

This document provides K-12 mentors, JIU candidates, and JIU faculty a structured format for discussing lesson effectiveness during the post lesson observation conference. All meeting participants should share responses to all agenda items posed below. With permission from the mentor, this agenda may also be used during post lesson conferences when the teacher candidate plays the role of observer.

This form is not to be used for formal or summative evaluative purposes, but can be used by the mentor to document formative feedback for the candidate. JIU faculty are required to use this form to (1) facilitate voice-to-voice conferences with candidates after review of videotaped lessons, and (2) document faculty feedback for the candidate. Completed forms should then be uploaded to the forum in a private post to the candidate.

Additional copies of this document can be accessed via JIU's K-12 Clinical Practice Resources webpage: <http://www.jiu.edu/schools/education/field-experience>. If you have suggestions for the improvement of this form, please email Mary Spencer, Director of the MEd Programs, at m Spencer@international.edu. Thank you.

Agenda

Summary of Lesson

- Summarize the lesson, from start to end, by stating what happened in the lesson.
- What were 1-2 aspects of the lesson that went really well and why?
- Discuss specific assessment strategies of student learning used during the lesson.
- Comment on at least two students who demonstrated different levels of learning.

Agenda

Analyze Lesson Delivery and the Student Experience

- Comment on the effectiveness of the teaching method in supporting academic growth and student motivation.
- Comment on the effectiveness of the lesson to teach the content of the K-12 state/district standards addressed.
- What adjectives characterize the nature of the relationships and social climate in the classroom?
- Which differentiated methods/modalities were the most effective?
- What other differentiated strategies might you consider using in supporting student learning and/or engagement?
- Comment on whether the students used the lesson time productively.
- Talk about a specific dilemma that arose during the lesson and how it can be resolved.

Professional Reflection

- What is one new lesson component or objective you will implement in future lessons?
- Talk about how this lesson might impact your plan for assessment or progress monitoring of student learning.
- Comment on 2-3 ideas you learned from this experience that will influence your practice in the future.
- What type of professional development might you employ to improve your practice (reading, research, workshop, etc.)?
- What topics might be good to collaborate on with your colleagues?
- Comment on the notes captured on the JIU Observation Form for Lesson Plan Delivery.

Agenda

Reflect on Coaching Process

- How did this post-lesson conference help to extend your lesson reflection?
- Are there other questions we might explore in these conferences?
- What general comments might we discuss that we haven't already?

Hyperlinked Resources

- Website: [JIU K-12 Clinical Practice Resources](#)
- Website: [Center On Instruction: Effective Instruction for Adolescent Struggling Readers](#)
- Website: [Center on Instruction: Instructional Models and Strategies For Teaching English Language Learners](#)
- Website: [Doing What Works: Organizing Instruction and Study To Improve Student Learning](#)
- Website: [Doing What Works \(6 Minute Video\): Intentional Teaching -- Mathematics](#)
- Website: [Florida Center for Reading Research: K-5 Student Center Activities and K-3 Instructional Routines](#)
- Website: [AdLit.org: Classroom Strategies – Comprehension Instruction Across the Content Areas](#)
- Website: [Common Core State Standards](#)
- Book: [Data-Driven Dialogue: A Facilitators Guide to Collaborative Inquiry](#)
- Book: [Making Differentiation a Habit](#)
- Article: [Differentiated Instruction and Universal Design for Learning](#)
- Policy Brief: [Alliance for Excellent Education: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools](#)



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