Student Teaching Post-Observation Conversation Guide

The following protocol has been developed to guide University Coaches, Student Teachers, and Cooperating Teachers in their preparation for and participation in the Student Teaching Post-Observation Conversation.

The term *conversation* is employed intentionally; the dialogue should be collegial and somewhat informal, though a primary feature of this conversation should be inquiry: the Student Teacher’s development of and responses to his/her own questions and those posed by the University Coach and the Cooperating Teacher. The conversation should address the needs and concerns most pressing to the participants. Participants should follow the conversation outline included in this guide in order to ensure that the intended outcomes of the conversation are met before its end.

The University Coach (and Cooperating Teacher if he/she is able to participate) should guide the Student Teacher’s reflection on the lesson using non-leading, open-ended questions and using student work as evidence for commentary on the lesson’s success. The Post-Observation Conversation should NOT be a review or read-through of the University Coach’s markings and comments on the TOR, as this time is to be dedicated to the participants’ reflections upon and subsequent discussion regarding the Student Teacher’s specific successes and challenges at the time of the conversation, including, but not limited to, the lesson the University Coach just observed.

**Participants:** Student Teacher and University Coach (and Cooperating Teacher when he/she is able)

**Timeframe:** Preferably on the same day of the Lesson Observation when the Student Teacher and Cooperating Teacher are both available; within 24 hours

**Setting:** Preferably in-person, in a quiet, semi-private or private space in the classroom or school building.

**Conversation Goals:**

The **Student Teacher** will reflect upon and discuss:

- particular strengths and weaknesses within his/her instructional delivery
- his/her questions and concerns about his/her instructional delivery
- his/her lesson’s level of success through a review of student work
- the extent to which he/she was able to enact the six Temple Teaching Standards
- his/her progress towards meeting his/her goals for student teaching
- his/her ongoing on new questions regarding his/her teaching practice
- next steps for continuing his/her professional growth as a teacher
The University Coach and Cooperating Teacher will support the Student Teacher by:

- asking non-leading and open-ended questions to support the Student Teacher’s reflection and problem-solving abilities
- assisting the Student Teacher in determining which State(s) of Mind (efficacy, flexibility, craftsmanship, consciousness, and interdependence) he/she may need to develop further
- facilitating the conversation so that all of the goals for the Student Teacher outlined above are met before its end

Conversation Agenda:

[A minimum of 25 minutes should be allocated for the Post-Observation Conversation]

(1) General Reaction to the Lesson (5-10 minutes)
   Possible questions to pose to the Student Teacher:
   a. What did you think was successful in that lesson?
   b. What do you think worked? How do you know it worked?
   c. What did students learn? How did you know that students learned?
   d. What challenges or concerns do you have?
   e. Can you think of another way to ________________________?
   f. What impact would that have had?
   g. Have you tried things like that in the past?

(2) Study of Students’ Work (5-10 minutes)
   Possible questions to pose to the Student Teacher:
   a. What does the students’ work tell you?
   b. Did you anticipate the students’ work reflecting what you see now?
   c. What are the instructional decisions you made that facilitated students’ mastery of the objective?
   d. How did you decide to use this approach (or material, story, situation, example, etc.)?
   e. Is there anything you would do differently next time? (in your instructional delivery? in your design of the assignment/assessment? in your instructions to the students for completing the assignment/assessment? other?)

(3) Reflection on the Standards (5-10 minutes)
   Possible questions to pose to the Student Teacher:
   a. Which standards do you think you enacted most successfully in this lesson? What did you do to enact them successfully?
   b. Were there any other standards that you would have liked to enact in this lesson? How might you have done so?
   c. How did you teach to the students’ needs / experiences?

(4) Progress Check on Goals (5-10 minutes)
   Possible questions to pose to the Student Teacher:
   a. What are the steps you have taken recently to meet your goals for Weeks _____?
   b. How would you describe your progress towards meeting those goals? How did your lesson today reflect that progress?
   c. Do you have any additional goals or ideas?
   d. What do you see as your biggest/ most significant improvement as a teacher?
e. What do you see as the area in which you most need to improve? Why? From where did you get this feedback?

(5) **Identification of Continued or New Areas of Inquiry and Needs/ Next Steps** (5-10 minutes)

a. What questions do you still have or do you now have about your teaching practice that you want to research/explore in advance of your next Lesson Observation?

b. What do you see as the areas of strength for your students? What are the areas in which they need more practice or support?

c. What area(s) of instructional delivery do you want to focus on for improvement next time? Why those?

d. What actions do you need to take in order to address those areas?

e. What human and material resources can support you with addressing these areas for improvement and meeting your revised or new goals? How so?

**Conversation Outcomes:**

- The **Student Teacher** will have reflected upon and discussed the level of success of his/her lesson by identifying particular successes and challenges, reviewing student work, explaining the extent to which he/she enacted the six Temple Teaching Standards, and identifying how he/she has made progress towards meeting his/her goals. The **Student Teacher** also will have developed additional questions about his/her practice and identified methods by which he/she can gather information or collect data in an effort to answer those questions. He/she will also have determined his/her next steps for addressing areas for improvement.

- The **Cooperating Teacher** will have identified how he/she can support the Student Teacher in addressing his/her needs and next steps.

- The **University Coach** will have identified how he/she can support the Student Teacher in addressing his/her needs and next steps.