

**DORCHESTER COUNTY PUBLIC SCHOOLS**

**FORMAL OBSERVATION GUIDELINES: Post-Conference and Written Report**

**Post-Conference Objective: To affirm sound professional practices and brainstorm instructional improvements through a one-on-one professional development dialogue.**

**I. Purposes/Value/Evidence of Student Learning:**

<b>Observer Question</b>	<b>Anticipated Response</b>
What did you want students to know and/or be able to do by the end of the lesson?	Teacher should reference a concise and meaningful objective statement that was posted during the lesson.
How did you determine the objective for this lesson and these students? What made it valuable?	Teacher should be able to demonstrate the alignment of this same objective to Core Standards and the appropriate state/county curriculum.
Did students know the purposes for learning?	Teacher should be able to cite a specific discussion of, and periodic references to the objective during the lesson.
Did the formative assessment align to the objective both in terms of rigor and content?	
To what degree did students demonstrate completion of the lesson objective?	Teacher should bring evidence/data in the form of student work, an exit ticket, or some other formative assessment for examination and discussion.
Where did the learning break down?	
What did you do to cause learning?	
What caused learning to break down?	

**II. Establish a Learning Goal for the Teacher: Make the transition from the cause and effect discussion to a focus on a professional development goal.**

<b>Observer Question</b>	<b>Anticipated Response</b>
Based on our review of the lesson, it would seem that a goal for you would be _____.	
I can support you in the following ways...	
What else do you think you need? What else can I provide?	

**Characteristics of an Effective Written Observation Report**

- It addresses the objective immediately.
- It relies on observable student behaviors to determine whether or not the objective was achieved.
- It examines the cause and effect between student performance and teacher behaviors.
- When recommendations are noted, it offers practical and achievable suggestions and focuses on a few key issues so as not to overwhelm the teacher.
- It does not describe every detail of the lesson.
- It does not have to provide a chronological reconstruction of the lesson.