

C.I.T.E. POST-OBSERVATION CONFERENCE SAMPLE FORM

Teacher Click here to enter text.

Content Area Click here to enter text.

Class Click here to enter text.

Period Click here to enter text.

LESSON CONTENT AND INTENTION (To be completed by teacher)
In what ways does the student data from the performance assessments/tasks align to the identified World Class Outcomes?
Click here to enter text.
How does evidence of student learning demonstrate progress towards the identified World Class Outcomes?
Click here to enter text.
What next steps will the teacher take to support students in achieving mastery or revising their work?
Click here to enter text.
What evidence exists that students have revised or improved their work?
Click here to enter text.
How does the evidence of student learning inform the teacher's overall assessment of the student's progress?
Click here to enter text.
Which standards or elements were examples of strengths in the lesson and what evidence supports this?
Click here to enter text.
Which standards or elements were areas that could be improved to support student learning and what evidence supports this?
Click here to enter text.
How accurate was the reflection on the effectiveness of the lesson?
Click here to enter text.
How does the teacher intend to improve practice moving forward?
Click here to enter text.

- STANDARD 1 – OUTCOMES: Teacher selects World Class Outcomes.**
- Highly Effective**
 Effective
 Partially Effective
 Ineffective
- 1.1 Teacher selects World Class Outcomes from the Douglas County Guaranteed and Viable Curriculum, including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
 - 1.2 Teacher selects World Class Outcomes that integrate content with other disciplines.
 - 1.3 Teacher selects differentiated World Class Outcomes.
 - 1.4 Teacher evaluates assessment data to select (or refine) World Class Outcomes.
 - 1.5 Teacher integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
- STANDARD 2 – ASSESSMENT: Teacher uses performance assessments that require students to demonstrate World Class Outcomes.**
- Highly Effective**
 Effective
 Partially Effective
 Ineffective
- 2.1 Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.
 - 2.2 Teacher uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.
 - 2.3 Teacher uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes at the end of the learning process.
 - 2.4 Teacher provides each student with specific, timely, and personalized feedback on World Class Outcomes.
 - 2.5 Teacher uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
 - 2.6 Teacher uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
- STANDARD 3 – INSTRUCTION: Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.**
- Highly Effective**
 Effective
 Partially Effective
 Ineffective
- 3.1 Teacher uses backward planning to facilitate student mastery of World Class Outcomes.
 - 3.2 Teacher uses balanced assessment data to plan World Class Learning Opportunities.
 - 3.3 Teacher facilitates differentiated learning opportunities for all students to master World Class Outcomes.
 - 3.4 Teacher facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.
 - 3.5 Teacher facilitates learning opportunities that engage all students.
 - 3.6 Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.
 - 3.7 Teacher facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
 - 3.8 Teacher facilitates learning opportunities that require students to master 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
 - 3.9 Teacher demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.
- STANDARD 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.**
- Highly Effective**
 Effective
 Partially Effective
 Ineffective
- 4.1 Teacher models and collaborates with students to create an environment that is safe.
 - 4.2 Teacher facilitates opportunities for students to construct, understand and practice a restorative classroom environment.
 - 4.3 Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view..
 - 4.4 Teacher models and establishes positive relationships with all students.