**Post Observation Self-Reflection Form - Teacher**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

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| ***Conversation Components*** | ***Observable Components*** |
| *Domain 1**Planning and Preparation* | *Domain 4**Professional Responsibilities* | *Domain 2**Classroom Environment* | *Domain 3**Instruction* |
| 1a - Demonstrating knowledge of content and pedagogy1b - Demonstrating knowledge of students1c - Setting instructional outcomes1d - Demonstrating knowledge of resources1e - Designing coherentinstruction1f - Designing student assessments | 4a - Reflecting on teaching4b - Maintaining accurate records4c - Communicating with families4d - Participating in aprofessional community4e - Growing and developing professionally4f - Professionalism | 2a - Creating an environment of respect and rapport2b - Establishing a culture for learning2c - Managing classroom procedures2d - Managing student behavior2e - Organizing physical space | 3a - Communicating with students3b - Using questioning and discussion techniques3c - Engaging students in learning3d - Using assessment in instruction3e - Demonstrating flexibilityand responsiveness |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of

engagement and understanding?

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information:

**Post Observation Self-Reflection Form – School Counselor**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

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| ***Conversation Components*** | ***Observable Components*** |
| *Domain 1**Planning and Preparation* | *Domain 4**Professional Responsibilities* | *Domain 2**Classroom Environment* | *Domain 3**Instruction* |
| 1a – Demonstrating knowledge of district curriculum & school programming1b - Demonstrating knowledge of students1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques1d - Demonstrating knowledge of access to resources1e – Assessing student learning | 4a - Reflecting on practice4b - Maintaining and using appropriate data to guide practice4c - Communicating with families about student progress, procedures, curriculum, &standards4d – Contributing to the school and district4e - Growing and developing professionally4f – demonstrating professional counseling ethics as described in national/state/district standards.4g – Establishing professional collaboration | 2a - Creating an environment of respect and rapport2b - Establishing a positive climate2c - Managing procedures and resources2d – Organizing physical space | 3a - Communicating clearly and accurately3b - Using questioning and discussion techniques3c – Providing feedback and responses to parents, students, and staff3d – Demonstrating appropriate level of responsiveness in advocating for student needs3e – Implementing counseling activities. |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information:

**Post Observation Self-Reflection Form – Librarian/Media Specialist**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

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| ***Conversation Components*** | ***Observable Components*** |
| *Domain 1**Planning and Preparation* | *Domain 4**Professional Responsibilities* | *Domain 2**Classroom Environment* | *Domain 3**Instruction* |
| 1a – Demonstrating Knowledge of literature and current rendsin library/media or educational practice1b – Demonstrating knowledge of current trends in informational andeducational technologiesand in library/media practice1c – Demonstrating knowledge of the school’s program and student information needs within that program1d – Establishing goals for the library program appropriate to the setting and the students served1e – Establishing goals for educational technology appropriate to the setting and the students served1f – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan1g – Planning the library/media program integrated with the overall school program1h – Planning the integration of educational technology within the overall school program1i – Developing a plan to evaluate the library and | 4a – Reflection on practice4b – Preparing and submitting reports and budgets4c – Communicating with the larger community4d – Participating in a professional community4e – Engaging in professional development4f – Showing professionalism | 2a – Creating an Environment ofRespect and Rapport2b – Establishing a culture for investigation and a love of literature2c – Establishing a culture for technology use and integration of it into the classroom2d – Establishing and maintaining media/educationaltechnology procedures2e – Managing student behavior2f – Organizing physical space to enable smooth flow and optimal access to tools | 3a – Maintaining and extending the library collection and educational technologies in accordance with the school’s needs and within budget limitations3b – Collaborating with teachers in the design of instructional units and lessons3c – Engaging students in enjoyment of literature3d – Engaging staff and students in the successful use of educational technology3e – Assisting students and teachers in the use of technology in the library and throughout the building.3f – Demonstrating flexibility and responsiveness |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information

**Post Observation Self-Reflection Form – Therapeutic Specialist**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

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| ***Conversation Components*** | ***Observable Components*** |
| Domain 1Planning and Preparation | Domain 4Professional Responsibilities | Domain 2Classroom Environment | Domain 3Instruction |
| 1a – Demonstrating knowledge of current trends in specialty area and professional development1b – Demonstrating knowledge of school & district programs and levels of teacher skill in delivering program1c – Establishing goals for the instructional support program appropriate to setting and teacher served1d – Demonstrating knowledge of resources1e – Planning program integrated with school program1f – Developing a plan to evaluate the program | 4a – Reflection on practice4b – Preparing and submitting budgets and reports4c – Coordinating work with other instructional specialists4d – Participating in a professional community4e – Engaging in professional development4f – Showing professionalism, including integrity and confidentiality | 2a – Creating an environment of trust and respect2b - Establishing a culture for ongoing instructional improvement2c – Establishing clearprocedures to gain access to instructional support2d – Establishing and maintaining professional behavior and interactions2e - Organizing physical space | 3a – Collaborating with teachers in the design of instructional units and lessons3b – Engaging teachers in learning new instructional skills3c - Sharing expertise with staff3d – Locating resources for teachers to support instructional improvement3e – Demonstrating flexibility and responsiveness |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information: