



Post Observation Script Planning Notes



Steps	Post-Conference Script
<p>Step 1: Opener (3-4 minutes) Purpose: Establish safety, partnership, and confidence.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Build personal connect • Express appreciation • Invite reflection ("How do you think it went?") • Affirm and calibrate • Set a supportive tone <p>Goal: Candidate feels supported, not overwhelmed.</p>	<p>"First of all, thank you for letting me come in again. I genuinely enjoy being in your classroom. Your students are comfortable, they participate, and there's a really positive tone in the room.</p> <p>Before I jump into my notes, I want to hear from you, how do you feel the lesson went? What felt really strong? Was there anything that felt a little off or that you'd tweak?"</p> <p>"I want this to feel like a growth conversation. Honestly, you're not teaching like a first-year teacher. Anything I share today is about sharpening what you're already doing really well."</p>
<p>Step 2: Agenda (1 minute) Purpose: Establish clarity and structure for the debrief.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Outline flow and timing • Name focus areas • Confirm shared understanding <p>Goal: Candidate feels informed and prepared.</p>	<p>"Here's what I'm thinking for today, we'll:</p> <ol style="list-style-type: none"> 1. Highlight one thing that's working really well. 2. Dig into one area we can tighten up. 3. Get super clear on what strong implementation looks like. 4. Practice it so you leave confident. 5. Lock in next steps. <p>Sound good?"</p>
<p>Step 3: Reinforcement (Glow) (4-5 minutes) Purpose: Amplify effective practice so it's noticed, named, and repeatable.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Ask: "What felt like the best part? What will you do again next year?" • Name the corresponding T-TESS dimension/domain and student impact. • Surface concise evidence (teacher language, student response, timestamp) <p>Goal: Candidate leaves with one clear strength and the evidence to support it.</p>	<p>"One thing that really stood out was your Turn & Talk structure, which aligns with 2.3 Communication. What's especially exciting is that earlier this year, this was actually one of your growth areas, and now it's clearly a glow. That's huge. When you asked students to turn and discuss what Sancho Panza said and identify the character trait it showed, they didn't just talk, they used academic vocabulary, referenced the text, and justified their thinking. That tells me your prompts were clear, your expectations were strong, and students felt safe engaging in meaningful discussion. The conversation was purposeful and directly tied to the objective.</p> <p>That shift didn't happen by accident, it shows your intentional growth. What do you think helped that move from something we were refining to something that now feels really solid?"</p>
<p>Step 4: Refinement (Grow) (4-5 minutes) Purpose: Surface one targeted area for improvement.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Ask: "What felt most challenging or like it wasn't working?" • Validate perspective and add T-TESS-aligned evidence (language, response, timestamp) • Name student impact and co-create 1-2 next-step moves <p>Goal: Candidate leaves with one focused, actionable change and clear rationale.</p>	<p>"For refinement, I want to look at dimension 2.5, Monitor and Adjust. Your use of the Fact/Fib cards is a strong strategy, and students were clearly engaged and eager to participate, which is a positive. What I noticed, though, was that several students raised their cards immediately, and a few glanced around before deciding. There wasn't always protected think time before responses were shown. Because of that, the data you gathered may not have fully reflected each student's independent understanding. This isn't about changing the strategy, it's about tightening the routine so the responses truly show what each student knows. If we build in intentional think time and require a quick justification after the reveal, that same strategy becomes much more precise and powerful. What did you notice about how students responded during that moment?"</p>

<p>Step 5: Criteria for Success (2-3 minutes)</p> <p>Purpose: Provide a clear, actionable roadmap for implementation of high leverage practice.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Outline 3-5 clear, concise action steps • Name each stop explicitly • Add brief clarification or modeling if needed <p>Goal: Candidate can implement immediately.</p>	<p>“So if we tighten that routine, here’s what strong implementation would look like. Before asking the question, you clearly set the expectation: everyone thinks silently and no cards go up yet. You ask the question, give a solid 15–20 seconds of real think time, and then confidently say, ‘3–2–1, Show.’ After students reveal their answers, you call on one or two to justify their thinking using evidence from the text. That small adjustment protects independent thinking, gives you more accurate formative data, and pushes students to explain their reasoning instead of just selecting an answer. It’s not a big overhaul, it’s just sharpening the execution so the strategy works at its highest level.”</p>
<p>Step 6: Model (5-8 minutes)</p> <p>Purpose: Make the Criteria for Success concrete and visible.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Step into the teacher role and model the strategy • Use props or materials if helpful • Demonstrate clear teacher language aligned to the CFS <p>Goal: Candidate sees and hears clear implementation.</p>	<p>“Okay, let me model what this would sound like in real time. I would start by saying, ‘Class, eyes up here. I’m about to ask a question. When I ask it, you are thinking silently, that means no talking, no whispering, and no cards up yet. You’re thinking in your own brain.’ Then I’d repeat it to make sure everyone heard: ‘Again, you are thinking silently. No cards up until I say show.’ I’d scan the room and add, ‘If I see a card up early, it’s going right back down, I need independent thinking.’ Then I’d ask the question and simply say, ‘Okay, think!’ During the think time, I’d walk the room and redirect calmly if needed, ‘Card down, we’re thinking.’ After a full 15–20 seconds, I’d confidently count down, ‘3... 2... 1... Show.’ Then I’d scan and say, ‘I see a mix. If you chose Fact, be ready to defend it, where’s your evidence?’ If a response is vague, I’d press: ‘That’s a start. Show me in the text.’ The key is that expectations are clear, repeated, and protected, and students know they’re accountable for both their answer and their reasoning.”</p>
<p>Step 7: Practice (10-15 minutes)</p> <p>Purpose: Build confidence and fluency before classroom implementation.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Normalize that practice may feel uncomfortable but is essential • Rehearse the strategy 1-3 times before classroom use • Pause between reps for quick reflection and refinement <p>Goal: Candidate can execute with confidence.</p>	<p>“After you walk through it, I’ll let you finish completely, and then I’ll give you feedback. I might say something like, ‘I liked how confident your tone was when you gave the directions, that felt strong.’ Then I’ll add, ‘One thing to tighten is setting the expectation before the question. Make sure you protect the thinking first.’ If the think time felt rushed, I’d say, ‘Let the silence sit a little longer, it may feel long to you, but that’s where the real thinking happens.’ If early cards went up, I’d suggest, ‘Don’t be afraid to calmly reset it, just say, “Cards down, we’re thinking.”’ And if the routine stops at the reveal, I’d coach, ‘Push it one step further, always ask for the why. That’s where the depth comes in.’ I want the feedback to feel precise and actionable, not overwhelming, just one or two adjustments that sharpen the move.”</p>
<p>Step 8: Next Steps and Closure (4-5 minutes)</p> <p>Purpose: Solidify accountability and ensure ongoing support.</p> <p>The Coach Will:</p> <ul style="list-style-type: none"> • Recap key takeaways and confirm implementation before next observation • Clarify upcoming requirements (assessments, tasks, scheduling) • Invite questions and offer continued support <p>Goal: Candidate leaves clear on expectations and next steps.</p>	<p>“So to wrap us up, your Turn & Talk structure is a clear strength, and I love that it’s something that started as a growth area and is now a glow. That tells me you take feedback, implement it, and refine your practice. Our next step is simply tightening your checks for understanding so they give you the most accurate data possible. That means protecting think time, confidently using the ‘3–2–1 Show,’ and consistently pushing for justification. It’s not about changing what you’re doing, it’s about sharpening the execution so the strategy works at its highest level. I’ll look for that refinement during our next visit, and I’m confident you can implement it right away.</p> <p>You’re already not operating like a first-year teacher, we’re just refining the craft at this point. How are you feeling about putting this into action?”</p>