

Conferencing Template for Resident Experts

Conferencing Phase I: Providing a Focus for the Conference

To best provide a focus for the conference, set the proper tone by letting the teacher know that the conference will be a professional experience. Sample statements include:

- “I appreciate you taking the time to meet with me today. In this conference, we will focus on improving your teaching skills.”
- “I know we have not always agreed on issues in the past, but thank you for meeting with me today to come to some common ground on this situation.”
- “Even though we come from different perspectives on this situation, we can work together to design a plan to address the issue and move forward.”

Next, provide an overview or outline for the conference. People like it when they know what to expect during a conference. Use this phase of the conference to lay out the plan for your time with the teacher. Sample statements include:

- “In this conference, I will provide you with feedback about your teaching and the areas in the teaching standards where need you to improve.”
- “In today’s conference, I plan to give you an update on your progress, give you a chance to clear up anything I’ve told you, and then I’ll share the next steps of the plan I’ve developed for _____.”
- “In our meeting today, I need to make you aware of some concerns I’ve heard about _____. I don’t need you to respond to them yet, but just listen to them. After the meeting, I’ll ask you to go back and think about what I’ve shared with you in relation to _____. Then be ready to meet with me in a few days to share your perspective and develop a plan to _____.”
- “In our time together today, I want to address _____, which you need to stop doing immediately.”
- “In our conference today, I’ll share my concerns about your situation, and then you can share your perspective on it. Finally, we’ll develop a plan to address _____.”

Conferencing Phase II: Gaining Information and Feedback About the Teaching Performance

During the second phase, provide specific feedback including examples of effective teaching practices. When working with Resident Experts, be careful not to provide too much feedback about effective teaching practices. Resident Experts can take one or two statements and overgeneralise. At times, they may also use your compliments against you. You will want to provide positive feedback, but be sure to moderate it in your conferences. Sample statements include:

- “In my observations, I noted that you are doing a good job in the area of _____.”
- “Even though we have concentrated on the areas where you need improvement, I want you to know there some areas where you are meeting the standards in your teaching.”
- “Let me share an area where your teaching is meeting expectations. We may want to use this strength to help overcome the areas of concern I have expressed regarding your performance.”
- “As we continue to work together, I’d like to give you some feedback about where you have shown some improvement. These areas still need work, but I see you are moving in the right direction.”

Then, tell the teacher what needs to be changed in his or her future teaching performance. This section of the conference is where you can thoroughly explain or teach something the teacher needs to improve or refine. Sample statements include:

- “Last Wednesday in your classroom, I saw you _____. This kind of behaviour is not meeting our standards for teachers. You need to address this behaviour and correct it immediately.”

- “I’ve noticed in the last few walkthrough observations that I’ve conducted that you have been _____. This behaviour is not meeting our teacher standards.”
- “When I visited your classroom the other day, I saw you _____. As you know, this performance does not meet our teacher standards for _____.”
- “When I compare your _____ with the rest of the building, I see that your students are not making the kind of progress that others are making. This shows me that you are not meeting our teacher standards on criteria _____.”
- “As you know, we have been focusing on criteria _____ during this school year. Your performance on this area is below our teacher standards.”
- “In my informal observations this fall, I noticed that you _____. I have talked with you about this problem in the past, but you continue to teach in this manner. Your performance in this area is not meeting our teacher standards at this time.”
- “You continue to have difficulty _____. I have noticed a lack of _____ in my formal and informal observations and have shared my concerns with you. At this point in the year, you are not meeting our teacher standards in the area of _____.”
- “Even though we have discussed my concerns regarding _____, you still struggle in this area. Here are some recent examples where you have not _____. Your performance is below the district’s expectations in this area. If I were to complete your summative evaluation at this point, I would have to rate you as not meeting our teacher standards.”

Conferencing Phase III: Ensuring the Major Recommendations From the Conference Are Applied in the Classroom

In the third phase, begin by making sure the teacher understands the marginal area and what his or her expectations are for the needed improvement. Making sure the teacher understands the issue and what improvement you expect is key to your success as an administrator. Asking clear questions to ensure that the teacher understands can feel unnatural, but it ensures that your expectations are clear. Now, if the performance does not improve, you can move forward in taking additional actions because you are sure the teacher understood what needed to be changed. Sample prompts include:

- “Even though this meeting was difficult, we were able to accomplish several key points today. Please take a few minutes to highlight those and your plans for addressing _____.”
- “It’s my expectation that you will be able to implement the major points that we talked about in our conference today. Please take a few minutes to outline those points and your plans to improve _____.”
- “I know these conferences are not always easy, but I can see some progress in _____. Help me understand what you got out of today’s session and what will change as a result.”

Finally, share the plan for follow-up to ensure the recommended changes are made in the classroom. Follow-up is essential to the success of any teacher evaluation process. Here you plan to check in with the teacher in the future to make sure that the refinement area you shared is being implemented. Sample statements include:

- “I want to make sure that you improve your teaching in this area. I plan to stop by to watch as you implement _____.”
- “Since you understand what I need you to change, I expect to see _____ in your future lesson plans. I’ll be reviewing them and giving you feedback.”
- “Since we now have a plan in place for addressing concerns, I expect you to set up an appointment with me in the future when we _____.”