

## Post Observation Conference Record (2012-2013)

### Central High, Memphis City Schools

Educator: NICCO BRAY

Form Status: Completed

#### Conference Details

*This form shall be completed jointly by the administrator and educator during the Post Observation Conference*

Conference Date:

*2/18/2013*

Conference Time:

*8:00 AM*

Reflection on Observation and Lesson (Observer):

*The lesson was planned and executed by the students to work on their individual needs. The teacher helped monitor and encourage as the lesson progressed. The students stopped at integral parts of the lesson to evaluate their progress and understanding.*

Reflection on Observation and Lesson (Educator):

*1. How do you feel the class (lesson) went today?*

*I think the lesson went well today. Students were engaged in the lesson and worked hard to perform circuit-training workouts they created for the week.*

*Students began the lesson on yesterday when they worked with a classmate to write their own 30-second circuit-training workout plan for the week. They were asked to choose three exercises for Tuesday, Thursday, and Friday and that no exercise could be chosen more than once. Next, students were told to select an appropriate weight to lift and to keep in mind that we have done 15-second circuits for the last few weeks so make good decisions about how much weight they should choose for 30-second circuits.*

*Today, students came in class and set up their stations with their three exercises before performing an appropriate heart and muscle warm-up. I reminded students that when they hear the signal, "Ready," they were to lift their weight to the ready position and when the music starts they are to exercise until it stops. Once the music stops, students rotate to their second exercise in the circuit. After performing the third exercise, the spotter becomes the exerciser and the exerciser becomes the spotter. This allows for adequate rest time for students and time for their bodies to recover. Halfway through the workout, I brought the students together for an extending 2-minute rest and utilized that time to review what we have learned about circuit-training over the last few weeks as students will have a quiz in the next few days (once I feel like they really know the facts and can apply them to scenarios). Students were asked higher-order thinking questions as follows:*

*1) Why circuit-training? How does one benefit?*

*2) Is circuit-training for everyone? Why or why not?*

*3) How is 30-second circuit-training different (other than being longer) than 15-second circuit-training?*

*I also used students' responses to those questions to go deeper - especially when it came to circuit-training being for everyone. Students were asked who agreed and who disagreed and then to explain why. They were asked to explain how circuit-training could be designed for people other students believed could not perform this type of train*

Date: 5/28/2013

*After our short discussion (rest/break) students resumed where they left off on our training. This break was designed with the fact in mind that we are doubling the amount of time students are accustomed to working and the fact that many students will not heed my weight warnings.*

*At the end of the workout session, students were asked to find their carotid pulse and to take their six-second pulse. I asked students (almost 70 in the class) to raise their hand if their heart rate was above 120 beats. Typically, 120 beats per minute is the threshold of training where students their age should be able to achieve comfortably. (Next week, we learn about calculating our target heart rate zone and we will work to keep our heart rate in that zone for 20-30 minutes each day.) Students were reminded that class will be held in the library tomorrow and they then cleaned up the room and began their cool-down and stretching exercises on their own.*

2. *Thing that you would do differently.*

*I'm not sure I would do anything different. We used every resource and classroom space as efficiently as possible considering we have almost 70 students in such a small space. Students were completely engaged and worked very hard on a physically-challenging day.*

3. *Things that really went well.*

*I thought everything went as planned and that the kids' energy and enthusiasm were terrific. Most students did an excellent job of maintaining their technique and form and overall students were really "into" their workout. Students encouraged one another and no one made anyone feel "less than" because they lifted more or less than themselves. Typical day really.*

4. *Any special circumstances that we need to know about.*

*Nothing other than the fact that there were nearly 70 kids all engaged in meaningful exercise and all on-task. Students with special needs went unnoticed because they were able to set up their exercises to meet their personal needs (this also includes those students who are less motivated but want to do well in class too but may not enjoy exercising)*

## Professional Growth

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Is this the educator's first observation of the school year?

*No*

If "Yes," please proceed with your initial Professional Growth and Support Plan (PGSP) form(s) to establish growth goals for the school year.

If "No," please answer the following questions to determine next steps:

Has the teacher shown adequate growth/performance on the growth area(s) identified in his or her PGSP to date?

*Yes*

Based on teacher performance to date, how will you adjust the PGSP for the next observation cycle?

*The teacher will continue working on the same growth area. The PGSP will be updated with additional support and development opportunities aligned to this growth area.*

Date: 5/28/2013

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The signatures below indicate that the above information has been shared and discussed.

NICCO BRAY

**Educator Completion:** 2/18/2013 8:04:56 AM

AMY EPPS

**Observer Completion:** 2/18/2013 8:05:03 AM