

# At a Glance: Initial Planning Conference (IPC)

## What:

The Initial Planning Conference<sup>1</sup> (IPC) is a mandatory one-on-one meeting between the teacher and evaluator that occurs prior to any formal or informal classroom observations required by *Advance*. During the IPC, evaluator and teacher discuss expectations and goals for the year ahead.

## When:

IPCs may be held between the first day teachers report (September 3<sup>rd</sup> in 2013-2014) and the last Friday in October (October 25<sup>th</sup> in 2013-2014).

## Duration:

There is no set length for an IPC. Sample agendas for various IPC durations are found on the back of this page.

## What happens during the IPC?

An IPC has several key outcomes:

- **Choices on Observations:** The teacher selects an observation option and indicates whether observations can occur via video.
- **Artifact Submission:** Each teacher may submit up to two artifacts to the evaluator.
- **MOSL Discussion:** The teacher and evaluator discuss the teacher's MOSLs and upcoming MOSL-related activities.
- **Pre-Observation Conference (Optional):** A teacher who selects Observation Option #1 may request that the IPC serve as his or her Pre-Observation Conference; if the evaluator grants this request, the IPC must occur between 1 and 20 days prior to the formal observation. An evaluator may also choose to hold the Pre-Observation Conference closer to when he/she plans to hold the observation.

**Note: While it is not required, the State recommends that teachers utilize the Initial Planning Conference to prepare for the school year by setting 2-4 formative professional goals.**

Teachers' self-assessment and their students' learning objectives should inform these professional goals.

## ***Best Practices for IPCs***

To have a successful conversation, it is recommended that teachers and evaluators

- **Set and follow an agenda.**  
Design an agenda that includes required elements at left (see sample agendas on back).
- **Clarify expectations.**  
IPCs are opportunities for teachers to ask questions about *Advance* and for school leaders to hear staff suggestions or concerns.
- **Ground the conversation in data.**  
The IPC is an opportunity to discuss student data from previous years, performance goals for students, and how *Advance* can support teachers to achieve these goals (see sample agendas on back). Student data should drive the selection of instructional development areas and creation of teachers' own professional goals.
- **Focus on development.**  
Identify where the teacher can focus instructionally from the beginning of the year, and share ideas about resources and supports.
- **Begin the professional conversation.** The IPC is the beginning of a supportive professional relationship between teacher and evaluator that will deepen over the year to support development.

<sup>1</sup> Refer to *Advance* Guide for a Glossary of Terms and Additional Information

## Sample IPC Agendas

Evaluators and teachers have the option to use one of the following sample agendas. The use of one of these agendas is not required.

Plain text = recommended elements

**Bold text** = required elements

**\*** = data entry required

### 45-minute IPC

1. Reflection	2. Discuss Student Outcomes	3. Select Option and Next Steps for Development	4. Agree on a Plan to Follow-up
<p><i>15 min</i></p> <p>Prior to the conference, teacher may choose to self-assess his or her practice on the HEDI scale for each component of the Danielson <i>Framework for Teaching</i>.<sup>2</sup></p> <p>Teacher and evaluator choose four components to discuss in depth and anticipate what evaluator might observe.</p> <p><b>Teacher has the opportunity to present two artifacts to the evaluator, representing his/her practice.*</b></p>	<p><i>10 min</i></p> <p>Teacher and evaluator discuss student data from the previous year to understand student performance at the school, grade, and individual levels.</p> <p><b>Evaluator previews MOSL to which the teacher will be held accountable.</b></p>	<p><i>15 min</i></p> <p>Based on their discussion of the teacher's practice and student data, teacher and administrator design 2-4 goals for development.</p> <p><b>Teacher chooses an observation option and designates whether he or she will consent to videotaped observations.*</b></p>	<p><i>5 min</i></p> <p>Teacher and evaluator agree on next steps, including dates and specific outcomes (e.g., scheduling an observation or conversation; specific development actions toward goals).</p>

### 30-minute IPC

1. Reflection	2. Discuss Student Outcomes	3. Select Option and Next Steps for Development	4. Agree on a Plan to Follow-up
<p><i>10 min</i></p> <p>Teacher and evaluator choose one component from Domains 2 and 3 and envision what Effective classroom practice would look like.</p> <p><b>Teacher has the opportunity to present two artifacts to the evaluator, representing his/her practice, and makes connections to the Danielson Framework for Teaching.*</b></p>	<p><i>10 min</i></p> <p>Teacher and evaluator discuss student data from the previous year to understand student performance at the school, grade, and individual levels.</p> <p><b>Evaluator previews MOSL to which the teacher will be held accountable.</b></p>	<p><i>5 min</i></p> <p>Based on their discussion of the teacher's practice and student data, teacher and administrator design a goal for development.</p> <p><b>Teacher chooses an observation option and designates whether he or she will consent to videotaped observations.*</b></p>	<p><i>5 min</i></p> <p>Teacher and evaluator agree on next steps, including dates and specific outcomes (e.g., scheduling an observation or conversation; specific development actions toward goals).</p>

### 15-minute IPC

1. Reflection	2. Discuss Student Outcomes	3. Select Option	4. Agree on a Plan to Follow-up
<p><i>5 min</i></p> <p><b>Teacher has the opportunity to present two artifacts to the evaluator, representing his/her practice, and makes connections to the Danielson Framework for Teaching.*</b></p>	<p><i>5 min</i></p> <p>Teacher and evaluator discuss student state test scores from the previous year to understand student baseline performance.</p> <p><b>Evaluator previews MOSL to which the teacher will be held accountable.</b></p>	<p><i>3 min</i></p> <p><b>Teacher chooses an observation option and designates whether he or she will consent to videotaped observations.*</b></p>	<p><i>2 min</i></p> <p>Teacher and evaluator agree on next steps, including dates and specific outcomes (e.g., scheduling an observation or conversation; specific development actions toward goals).</p>

<sup>2</sup> A self-assessment is optional for the IPC. As noted above, all required elements of the IPC appear in **bold**.

