

ANNOUNCED OBSERVATION – TEACHERS

For first-year educators and PTS educators on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The lesson plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole class period or entire student interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be present, that is, actively watching the educator and the students. Use the lesson plan template to jot down notes and key words only. [This is a recommended strategy, not a mandatory element of the observations.]
- ❑ In four to six sentences, the observer describes without judgment what was observed. The lesson plan notes should remind the observer what the teacher was doing and what the students were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing information about the students, the lesson or other relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the exemplary description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the proficient description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the needs improvement description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the unsatisfactory description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name demonstrates strength on element/goal [write indicator element and/or educator goal] because I observed **describe the actions, words, activities that led to this judgment**. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is exemplary.
- Educator's name could improve on element/goal [write indicator element and/or educator goal] because I observed **describe the actions, words, activities that led to this judgment**. Suggesting that an educator could improve does not automatically mean that the educator needs improvement. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – TEACHERS

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: BEGINNING MIDDLE END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY P = PROFICIENT N = NEEDS IMPROVEMENT U = UNSATISFACTORY NO = NOT OBSERVED**
It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. <i>Subject Matter Knowledge</i>					
	b. <i>Child and Adolescent Development</i>					
	c. <i>Measurable Outcomes/Well-Structured Lessons</i>					
	d. <i>Use of Data in Instructional Decision-Making/Adjustment to Practice</i>					
	e. <i>Communicating with Students and Parents/Sharing Conclusions with Students</i>					
II. TEACHING ALL STUDENTS	a. <i>Quality and Effort of Work</i>					
	b. <i>Student Engagement/Student Motivation</i>					
	c. <i>Learners' Needs/Meeting Diverse Needs</i>					
	d. <i>Learning Environment/Safe and Collaborative Learning Environment</i>					
	e. <i>Respects Differences/Maintains Respectful Environment</i>					
	f. <i>High Expectations/Clear Expectations</i>					
	g. <i>Access to Knowledge</i>					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed _____

_____ could improve on element/goal _____ because I observed _____

4. Date of Oral Feedback _____ Date of Written Feedback _____

This document may be completed electronically or in paper form. Any electronic changes made to this document must be saved to your computer or the changes will be lost. Provide the educator with a printed copy or electronic version of the completed form. Educator may comment on reverse side or attach comments to the signed report.

LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), knowledge/skill addressed in this lesson: _____

Topic(s) addressed in this lesson: _____

Skills that students will acquire: (What students will be able to do)

1. _____
2. _____
3. _____

Concepts that students will acquire: (What students will know)

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

* It is understood that assessment may not occur during the observation.



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LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), Knowledge/Skill Addressed in this Lesson: _____

Topic(s) Addressed in this Lesson: _____

Size of Student Group: (Check one)

- One-on-one
 Small group
 Large group
 Whole class

Type of Student Interaction: (Check one)

- Personal counseling
 Career counseling
 Guidance counseling
 Informational meeting
 Instructional session
 Testing
 Other: _____

Goals for the Session:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

* It is understood that assessment may not occur during the observation.

ANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

For first-year administrators and those on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The interaction plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be present, that is, actively watching the educator and the students. Use the interaction plan template to jot down notes and key words only. **[This is a recommended strategy, not a mandatory element of the observation.]**
- ❑ In four to six sentences, the observer describes without judgment what was observed. The interaction plan notes should remind the observer what the administrator was doing and what the students, teachers, parents or others were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the exemplary description in the rubric, and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the proficient description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the needs improvement description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the unsatisfactory description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name demonstrates strength on element/goal **[write indicator element and/or educator goal]** because I observed **describe the actions, words, activities that led to this judgment**. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is exemplary.
- Educator's name could improve on element/goal **[write indicator element and/or educator goal]** because I observed **describe the actions, words, activities that led to this judgment**. Suggesting that an educator could improve does not automatically mean that the educator needs improvement. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or an electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: BEGINNING MIDDLE END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**
It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. <i>Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.</i>					
	b. <i>Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.</i>					
II. PARENT AND COMMUNITY ENGAGEMENT	a. <i>Continuously collaborates with families to support student learning and development both at home and at school.</i>					
	b. <i>Engages in regular, two-way, culturally proficient communication with families about student learning and performance.</i>					
III. TEACHING ALL STUDENTS	a. <i>Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</i>					
	b. <i>Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.</i>					
	c. <i>Demonstrates strong interpersonal, written and verbal communication skills.</i>					
	d. <i>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.</i>					
	e. <i>Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.</i>					
	f. <i>Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.</i>					
EDUCATOR	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed _____

_____ could improve on element/goal _____ because I observed _____

4. Date of Oral Feedback _____ Date of Written Feedback _____

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ADMINISTRATIVE PLAN TEMPLATE PRE-/POST-CONFERENCE SCHOOL-BASED ADMINISTRATOR/INSTRUCTIONAL LEADER

Educator: _____ School: _____ Grade _____

Topic: _____

Date: _____ Time In: _____ Time Out: _____

Purpose of Professional Activity: _____

Size of Group: (Check one)

- One-on-one
 Small group
 Large group
 Whole faculty

Type of Administrative Task or Interaction: (Check one)

- Observation:
 Classroom
 SISP session
 Administrative task
 ESP
 Faculty meeting/presentation
 Dispute resolution session
 Parent meeting/presentation
 Business group presentation
 School Committee presentation
 Other: _____

Goals for the Interaction:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE INTERACTION

What will I do?	What will the adults or students do?	How will I assess my success? *

* It is understood that assessing the outcomes may not occur during the observation.