Process Examples: Observation, Feedback and Development

A teacher’s appraisal process should not be limited to one observation, one discussion or one judgment throughout the school year. Systems should be put in place to build a performance-focused culture, where all teachers are given frequent, meaningful feedback on their performance.

I. Feedback and Observation Examples

A. District Example #1

<table>
<thead>
<tr>
<th>Ongoing</th>
<th>Situational feedback conversations; student data reviews and data team meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Rounds (drop-ins) and/or full period classroom observations</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Beginning of year goal-setting conference</td>
</tr>
<tr>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td>Development</td>
<td>Self-assessment and develop professional focus areas</td>
</tr>
</tbody>
</table>

Overview of Process:

1) **Evaluation Cycle**: All teachers will have at least 3 conferences per year: a goal-setting conference, a mid-year conference, and an end-of-year conference. At a minimum, for each mid-year and end-of-year conference, at least one full class observation or three instructional rounds should occur.
   a. Teachers who are identified as likely to receive a “needs improvement” rating will have three additional observations conducted jointly with a 3rd party validator. Exemplary teachers have two additional observations conducted jointly with the validator.
   b. New teachers or teachers in need of improvement will have at least one additional mid-year conference, for a minimum of four conferences per year.

2) **Feedback**: In the course of normal professional interactions, including instructional rounds, Instructional Managers (IMs) (i.e. Appraisers) will provide feedback through whatever mechanism they find most convenient, including verbal, written, or email. Feedback should include observation of practice and, if appropriate, a suggestion for improvement. If a teacher is likely to be a 1 or a 2 (lowest performance ratings), then a significant portion of the feedback should be in writing, available for review at the midyear or end-of-year conference.
Process Details:

Goal Setting Conference
- Ideally in September, and at least by Oct. 31st, the IM will meet with every teacher to jointly set goals for the school year.
- Teachers and IMs will also develop areas of focus for their own teaching.
- The pair will develop a teacher development plan for the year that discusses how, what, when, and who will provide development opportunities for the teacher.

Professional Interaction and Data Gathering:
- Throughout the year, IMs will regularly visit the classroom of every teacher and provide on-going situational feedback about what they observed.
- IMs will provide teachers with feedback, in whatever format is most convenient and conducive to the professional relationship.

Mid-year Conference
- Ideally by the end of January, and at least by March 1st, a mid-year conference between the IM and teacher will occur. To encourage self-reflection, teachers are encouraged to complete the Teacher Evaluation and Development Conference Form as a reflection tool.
- During the mid-year conference, the IM and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The teacher and IM will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. They may also reassess the teacher's area of professional focus and development plan, making adjustments as needed.
- During the mid-year conference, IM's should inform teachers of the range of ratings they are likely to receive, based on the current data and collegial conversations that have occurred prior to the mid-year conference.

End of Year Conference
- Before the end of the school year, an End of Year conference between the IM and the teacher will occur. In this conference, the IM and the teacher will review the final student learning results for students in the teacher’s class(es), and the teacher’s summative level of performance.
- Teachers are encouraged to self-assess and provide copies to the manager, and the IM is encouraged to provide copies of their final feedback to the teacher in advance of the meeting.
- In cases where the IM requires standardized test data to complete the evaluation of a teacher’s performance (e.g. standardized test scores), then the end of year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed in the goal setting conference the next year.
B. District Example #2 -

### Administrator Observation Cycle

<table>
<thead>
<tr>
<th></th>
<th>First Observation</th>
<th>Second Observation</th>
<th>Third Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td>- Formal 30 minute observation</td>
<td>- Formal 30 minute observation</td>
<td>- Formal 30 minute observation</td>
</tr>
<tr>
<td></td>
<td>- Announced</td>
<td>- Unannounced</td>
<td>- Unannounced</td>
</tr>
<tr>
<td></td>
<td>- Conference within 15 calendar days</td>
<td>- Conferences within 15 calendar days</td>
<td>- Conferences within 15 calendar days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Written feedback available through a web-based portal</td>
<td>- Written feedback available through a web-based portal</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>13-Sep 1-Dec 1-Mar</td>
<td>1-Mar 15-Jun</td>
<td>1-Mar 15-Jun</td>
</tr>
</tbody>
</table>

### Master Educator Cycle

<table>
<thead>
<tr>
<th></th>
<th>First Observation</th>
<th>Second Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td>- Formal 30 minute observation</td>
<td>- Formal 30 minute observation</td>
</tr>
<tr>
<td></td>
<td>- Unannounced</td>
<td>- Unannounced</td>
</tr>
<tr>
<td></td>
<td>- Conference within 15 calendar days</td>
<td>- Conference within 15 calendar days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Written feedback available through a web-based portal</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>13-Sep 1-Feb 15-Jun</td>
<td>1-Feb 15-Jun</td>
</tr>
</tbody>
</table>

### Overview of Process

1) **Evaluation Cycle:** Teachers will be evaluated by an administrator and a master teacher.  
   a. Over the course of the year, an administrator (principal or assistant principal) will conduct three formal and a master teacher will conduct two. The first administrator observation will occur between September 13 and December 1. The second between December 1 and March 1, and the third between March 1 and June 15.  
   b. The first master educator observation will occur between September 13 and February 1. The second will occur between February 1 and June 15.  
   c. Informal observations by administrators or master teachers are not required, but encouraged.

2) **Feedback:** Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with the teacher to share her/his ratings, provide feedback, and discuss next steps for professional growth.
Process Details

Appraisers
- Appraisers can be either administrators (i.e., principals or assistant principals) or master educators
- A master educator is an expert practitioner in a particular content area who will serve as an impartial observer of a teacher’s practice. The master educators are not school-based. Instead, they travel from school to school, conducting their observations without any knowledge of the Teaching and Learning Framework scores a teacher receives from their administration.

Administrator Observations
- **September 13-December 1**: The first administrator observation will be announced. The observation will be at least 30 minutes, and a conference between the teacher and evaluator is required to take place within 15 calendar days of the observation. Teachers will also receive written comments through a web-based portal.
- **December 1-March 1**: The second administrator observation will be unannounced. The observation will be at least 30 minutes, and a conference between the teacher and evaluator is required to take place within 15 calendar days of the observation. Teachers will also receive written comments through a web-based portal.
- **March 1-June 15**: same as the second observation

Master Teacher Observations
- **September 13 - February 1**: The first master teacher observation is unannounced, and is at least 30 minutes long. A conference between the teacher and master teacher is required within 15 calendar days of the observations, and teachers can access written feedback through a web-based portal.
- **February 1 – June 15**: Same as the first master teacher observation.

Informal Observations
- Administrators are encouraged to conduct informal observations to help provide teachers with ongoing support and guidance.
- Teachers also have the option to invite an instructional coach or their colleagues to conduct informal observations in an effort to help improve their practice.

II. Growth and Development Examples

A. District Example #1:

This district’s professional development is organized into three major areas:

1. Seeing that teachers are trained in the “Effective Schools” methods;
2. Providing induction and mentoring support to new teachers;
3. And offering leadership development training for aspiring assistant principals and principals. New teachers participate in a five-day New Teacher Academy and are matched with mentors through the New Educator Support System (NESS), a three-year program that also includes access to school-based instructional coaches and a network of retired teachers.

The district also makes quick adjustments in professional development based on student test results. For example, when a benchmark assessment indicated a district-wide weakness in teaching science content, within days a district science curriculum specialist had drawn up new professional development that would help teachers remedy the gap.

Finally, all district schools are required to have a staff professional development plan that is aligned with their school improvement plan. Every teacher is also required to develop a Professional Growth Plan (PGP) mapping out how they plan to grow professionally based on their current student data.
- **Annual professional growth plans use student and teacher data to provide teachers with a roadmap for their own learning.** The Professional Growth Plan (PGP) is developed collaboratively by the teacher and instructional leader after reviewing student data and considering the teacher’s own developmental needs. Teachers are expected to set specific goals for student achievement as part of the PGP.

- **Data-driven evaluation of teacher development programs and continual “tinkering” lead to better development opportunities.** Because of the availability of data in the district and the commitment to measurable student gains, PD providers are held accountable to measure the impact of development programs offered. The district uses satisfaction surveys, assessments of teacher needs, classroom walkthroughs and student performance data to evaluate the effectiveness of development programs.

- **Schools are given guided autonomy in choosing professional development.** As part of the Professional Study Days Initiative, schools are given choices in selecting their method of professional development, with the goal of empowering educators to be more reflective about their own practice.

- **Schools have the ability to leverage their exemplary teachers’ talents.** Schools are able to leverage their most effective teachers to provide on-site coaching, development, and support to their peers.

**B. District Example #2:**

**Purpose of the Teacher Support and Development Program:** To provide high-quality, targeted support to teachers at all levels with a focus on their specific areas of development, with the goal of enhancing student achievement in X district. The system should be structured enough to provide high-quality opportunities and resources for development, and flexible enough to meet the varied needs of schools.

1) Development is [targeted](#) to each teacher’s specific needs as identified by the evaluation process;
2) All teachers will receive the opportunity to develop, regardless of their evaluation rating; and
3) Development opportunities are [ongoing and job-embedded](#) – not separated from the school/classroom context

**Development Program Components:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Personnel</th>
<th>Purpose</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment and reflection</td>
<td>Teacher, completes conferences with manager</td>
<td>To allow teachers the opportunity to assess their own performance in advance of evaluation conference to facilitate engagement in reflective dialogue</td>
<td>Using a self-assessment tool aligned to the evaluation tool, teachers will assess their performance in instructional practice, professional values, and impact on student learning. Teachers will assign themselves a performance rating, note improvement since previous evaluation, and discuss student evidence (both student performance data and in-class student behaviors) that supports the above. This self-assessment will be completed prior to each evaluation conference and provide teachers with the opportunity to drive evaluation conversations.</td>
</tr>
<tr>
<td><strong>Identifying areas of professional focus</strong></td>
<td><strong>Teacher completes, conferences with manager</strong></td>
<td><strong>To align professional development focus areas to the targeted needs identified by the evaluation process and the teacher’s self-assessment.</strong></td>
<td><strong>There will be specific objectives that relate to teacher professional development for each of the evaluation and development conferences: (1) identify and prioritize professional focus areas for improvement and map out development activities to address specified needs, (2) revisit focus areas, chart progress and adjust as needed.</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Targeted development activities**      | **Teacher and teacher leader or instructional manager as appropriate** | **To provide teachers the level and type of individual support needed to improve areas of professional focus. Teachers identified as needing improvement will be supported and or paired with a teacher leader/coach/content specialist. Effective teachers will drive their own targeted development activities.** | **Targeted development activities will vary according to individual need, and be tightly linked to the areas of professional focus identified through observations. For teachers needing support, activities will follow the basic components below:**  
  1.) Co-teaching, mentoring, coaching  
  2.) Implement changes in classroom practice  
  3.) Evaluate student outcomes  
  Effective/Exemplary teachers will exercise autonomy in selecting professional development to support their identified professional growth goals. |
| **Professional Learning Communities (PLC)** | **Teacher and peer group, led by instructional coach or lead teacher** | **To create collaborative learning communities to gain pedagogical and content area knowledge and research-based strategies.** | **All PLCs may be organized by content area, grade level, or professional need/interest as laid out at the end of each school year, by the team of instructional managers and may be led by an instructional coach lead teacher, grade level colleague or content area specialists. PLCs will have 3 sequential components:**  
  1.) Professional learning and work sessions with a strong focus on student performance data analysis  
  2.) Inter-class visitations  
  3.) Collegial feedback and review of student work, including integration of this information in student performance data analysis |