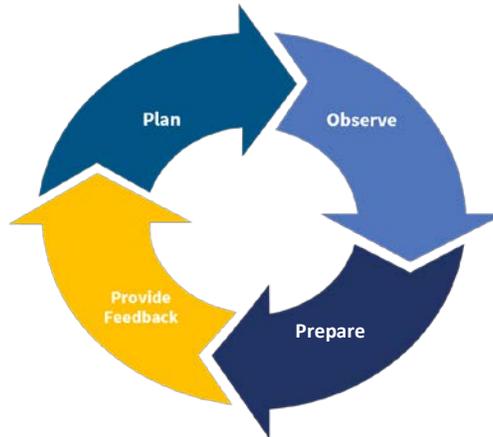


Introduction

Teachers deserve observations that accurately assess their practice. Additionally, observations should provide valuable feedback and promote professional growth. The quality of observations and conferences can be improved by designing and implementing consistent protocols. The protocols below provide common anchor points for observers and focus attention on the key aspects of high-quality observations. These protocols view the observation process as a cycle that spans multiple classroom visits and includes follow-up and monitoring between observations.

Observation Cycle and Associated Protocols



1: Plan for the Observation (face-to-face pre-conference is best practice)

<input type="checkbox"/>	Review the lesson plan, handouts, and other class materials; identify key standards and intended learning objective(s) .
<input type="checkbox"/>	Review instructional strategies ; assess their appropriateness for engaging students.
<input type="checkbox"/>	Examine related assessment ; determine how formative and summative results are driving instruction.
<input type="checkbox"/>	Check the pacing guide ; ensure that instruction is in on schedule.
<input type="checkbox"/>	When possible, engage in a pre-conference prior to observing. Solicit teacher input on practices or activities for focused feedback.

2: Observe (collect high quality evidence)

<input type="checkbox"/>	Collect evidence of teaching and learning that is consistently objective and specific .
<input type="checkbox"/>	Collect quantitative and qualitative evidence that captures the observed behavior and speech of the teacher and students.
<input type="checkbox"/>	Assign the evidence accurately by attaching it to the appropriate indicators or standards.
<input type="checkbox"/>	Gather authentic quotes from students and teacher that reflect the teaching and learning being observed.

3: Prepare for the Post-observation Conference (*5-Step Feedback Protocol*)

<input type="checkbox"/>	Review the evidence collected in the classroom, as well as other related data , including student learning data, and prior observations.
<input type="checkbox"/>	Plan praise for this teacher.
<input type="checkbox"/>	Identify an area for professional growth .
<input type="checkbox"/>	Develop an evidence-based action step to improve classroom practice.
<input type="checkbox"/>	Design inquiry questions that will engage the teacher in reflective dialogue and validate the action step.
<input type="checkbox"/>	Prepare the written report using the <u><i>Classroom Observation Report Quality Rubric</i></u> .
<input type="checkbox"/>	Ensure that the written feedback includes the praise, area for professional growth, and action step(s) planned for the post-classroom observation conference.

4: Engage in Reflective Dialogue/Provide Feedback (*Modeling Feedback Protocol*)

<input type="checkbox"/>	Praise, inquire, and lead the teacher to the selected action step.
<input type="checkbox"/>	Collaboratively plan implementation of the action step in the classroom.
<input type="checkbox"/>	Support professional growth through monitoring and follow-up .
<input type="checkbox"/>	Incorporate any modifications or points of clarification into the observation report.