Observation Cycle Expectations

1. Cycle consists of three-to-five consistent observations
2. Teacher is expected to implement changes rapidly
3. Data regarding lesson effectiveness is drawn from students, assessments, scripts, and video

Observation Tools

1. LITERAL NOTES: give valuable data on teacher/student interaction, offer items for reflection (balance of teacher/student talk, teacher response to student misunderstanding, hard data)
2. VIDEO ANALYSIS: can be undertaken by the teacher for pre-flection, gives valuable data on teacher/student interaction, offers items for reflection (balance of teacher/student talk, teacher response to student misunderstanding, hard data)
3. CHECKLIST: offers quick but surface level feedback, teacher receives feedback quickly, leaves paper trail for future reference

Standard Areas for Observation Focus

1. Mini-lesson format
2. Rigor as gauged by student challenge and intentional differentiation
3. Differentiation: are all students working on the same skill, topic, or level?
4. Clarity and alignment between stated objectives and the work students are doing
5. Evidence of teacher preplanning and organization for lesson

(continued on back)
Observation/Feedback Process

1. Conduct observation using literal notes or video.
2. Analyze transcript or video to determine focus points, i.e., areas of weakness, and positive points, i.e., areas of strength.
3. Solicit teacher’s general reaction to lesson.
4. Using notes, give your synopsis/general reaction.
5. State positives/encouragements.
6. Identify areas of concern based on data (specific transaction notes, student work, data gathered from students verbally, specific section of video, etc.).
7. Give the data which led to concerns and allow teacher to interpret.
8. Either allow teacher to generate possible improvements or offer guided questions in the form of “How do you think it would work if you ________________?"
9. Identify specific improvement targets.
10. Set date and time for next observation.

Instructional Best Practice Non-Negotiables

1. Teacher talk time should be limited to 15 minutes. Period.
2. Mini lessons should be targeted to student needs, brief, and reflective of the mini-lesson rubric.
3. Students must be able to articulate the purpose and objective of the lesson they are learning.
4. Students should be engaged in relevant, challenging work during the majority of class time.
5. Work that is assigned to students should be differentiated by level and reflective of the complete range of Bloom’s taxonomy.
6. Teachers should use class time to engage in small group instruction and support.
7. Teacher should document group activity, i.e., what was taught, what progress was made, what issues emerged, etc.
8. Teachers are expected to implement improvement strategies rapidly.
9. Analyze, collect and respond to data.

What does the continuum look like?