



	Organizing	Developing	Performing
Plan Ahead	<ul style="list-style-type: none"> • Develop a weekly schedule to ensure that observation and feedback will occur, without the need for you to reschedule, for all teachers to whom you are assigned. • Provide observational ratings to teachers within 5 days of the observation. • Schedule post observation conversation within 10 days of the observation. • Ask teachers to identify a problem of practice or area of focus for the observation. 	<ul style="list-style-type: none"> • Set an observation purpose that aligns with the school improvement plan, with particular attention to student equitable access and performance, teachers' previous performance and content-specific pedagogy. • Observe lesson, with attention to student-teacher interactions around content, discipline, and cultural appropriateness. • Determine teaching quality based on observational evidence, using the district framework. 	<ul style="list-style-type: none"> • Provide teachers notes for the feedback session that include identifying teachers' strengths and opportunities for growth. • Encourage teachers to bring additional evidence to the post-observation meeting. • Consider each teachers' prior evaluations, growth trajectory and listening style prior to the meeting. • Consider financial or other resources that limit content and pedagogy. • Share the purpose of the observation with teachers prior to observing.
Focus Feedback	<ul style="list-style-type: none"> • Demonstrate active listening by making eye contact. • Provide focused attention to teachers during feedback, with no interruptions. • Create a physical space conducive to conversation. • Use district framework vocabulary when providing feedback. • Accurately align feedback and evidence with the district observation framework, standards, and/or indicators. 	<ul style="list-style-type: none"> • Center the conversation on observational evidence collected during the classroom observation, making references to his/her running record, video and/or notes. • Check that feedback can be applied to teachers' classrooms, given students, content, and resources. • Create a balanced conversation, where teacher has multiple opportunities for both the teacher and leader to discuss the lesson design and goals. • Use appropriate, culturally-responsive communication approaches with the teacher. • Address content-specific pedagogy during feedback conversations. 	<ul style="list-style-type: none"> • Prompt teacher reflection about the types of students that are more and less engaged or successful during class. • Encourage and respond professionally if the teacher pushes back on the leader's suggestions or interpretations, OR • Encourage teacher to try new ways of teaching that have potential for better supporting student learning.



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Ask Questions	<ul style="list-style-type: none"> • Ask factual or clarifying questions about the observed session to gather more detail. • Asks teachers to reflect on the quality of the lesson, and whether the lesson went as planned. 	<ul style="list-style-type: none"> • Ask reflective questions that guide interpretations of the observation evidence. • Ask questions that prompt teachers to consider how the lesson was cognitively demanding for all students. • Ask teachers how lessons are designed to capitalize on different student experiences, cultures, histories and learning trajectories. • Ask questions that allow teachers to better understand their students' classroom experiences. 	<ul style="list-style-type: none"> • Use follow-up questions to teachers' statements to help the teacher articulate his/her decision-making process during the lesson or lesson design. • Use questioning that help teachers draw their own conclusions about how to improve or determine next actions/steps. • Ask teacher about the usefulness of the feedback session for improving his/her classroom practice or work, and how the meeting might be improved.
Develop Others	<ul style="list-style-type: none"> • Summarize results of the meeting and next steps for professional development. • Helps each teacher identify up to two areas of teachers' strengths and up to two areas of growth. • End the feedback session with concrete action steps for you (as leader) and the teacher. 	<ul style="list-style-type: none"> • Require each teacher to commit to their own growth. • Create a professional growth plan with each teacher that recognizes strengths and weaknesses based upon observational feedback, includes between one and three specific goals, and connects goals with teaching standards and indicators. 	<ul style="list-style-type: none"> • Check with the teacher that suggestions for improvement are actionable within the classroom context. • Connects each teacher's work to school-wide improvement, particularly opportunity gaps. • Identify resources to support teacher growth (e.g., research, colleagues, professional development, communities of practice, print and online resources). • Plan to follow-up with the teacher on lesson planning, pedagogical changes, and professional development engagement.