



	Organizing	Developing	Performing
<b>Plan Ahead</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide observational ratings to teachers within 5 days of the observation.</li> <li>• Schedule post observation conversation within 10 days of the observation.</li> <li>• Ask teachers to identify a problem of practice or area of focus for the observation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Observe lesson, with attention to student-teacher interactions around content, discipline, and cultural appropriateness.</li> <li>• Determine teaching quality based on observational evidence, using the district framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide teachers notes for the feedback session that include identifying teachers' strengths and opportunities for growth.</li> <li>• Encourage teachers to bring additional evidence to the post-observation meeting.</li> <li>• Consider each teachers' prior evaluations, growth trajectory and listening style prior to the meeting.</li> <li>• Consider financial or other resources that limit content and pedagogy.</li> <li>• Share the purpose of the observation with teachers prior to observing.</li> </ul>
<b>Focus Feedback</b>	<ul style="list-style-type: none"> <li>• Demonstrate active listening by making eye contact.</li> <li>• Provide focused attention to teachers during feedback, with no interruptions.</li> <li>• Create a physical space conducive to conversation.</li> <li>• Use district framework vocabulary when providing feedback.</li> <li>• Accurately align feedback and evidence with the district observation framework, standards, and/or indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Center the conversation on observational evidence collected during the classroom observation, making references to his/her running record, video and/or notes.</li> <li>• Check that feedback can be applied to teachers' classrooms, given students, content, and resources.</li> <li>• Create a balanced conversation, where teacher has multiple opportunities for both the teacher and leader to discuss the lesson design and goals.</li> <li>• Use appropriate, culturally-responsive communication approaches with the teacher.</li> <li>• Address content-specific pedagogy during feedback conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt teacher reflection about the types of students that are more and less engaged or successful during class.</li> <li>• Encourage and respond professionally if the teacher pushes back on the leader's suggestions or interpretations, OR</li> <li>• Encourage teacher to try new ways of teaching that have potential for better supporting student learning.</li> </ul>



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