

## Implementing the Plan- Observations

### Purpose

Evaluators use data from both observations and artifacts as evidence to inform formative and summative evaluations. Observations are an opportunity for an evaluator to assess an educator’s performance on the four standards and progress in meeting their goals—and to provide feedback to guide growth. Educators will be observed multiple times over the course of the evaluation cycle. The length of observations will vary, with some occurring over longer periods of time while others capture a brief snapshot of a class. Evaluators may also conduct observations outside of the classroom. For each observation, the evaluator will record evidence and then provide feedback through the [Educator Development and Feedback System](#). While the EDFS will capture a record of the observation, it should not replace face-to-face post-observations conversations.

### How it Works

#### Evaluators

- Evaluators may conduct both announced and unannounced observations. Announced observations must be followed by a post-conference. Observations may vary in length and are not limited to classroom instruction.
- Evaluators must record evidence and provide feedback via the EDFS **within 5 days of the observation**.

#### Best Practices:

- ✓ Both educators and evaluators report that having more frequent 15-20 minute observations throughout the school year led to more informed evaluations and helpful feedback than conducting fewer, lengthier observations.
- ✓ Observations of practice work best when both evaluators and educators are very familiar with the appropriate rubric, District Priority Areas, School Priorities, and the educator’s team goals.
- ✓ The rubric is **not** intended to be an observation checklist. Aim to focus each visit on the educator’s goals, and/or a few specific areas of the rubric.
- ✓ Evidence captured during observations should be a low-inference, specific note of what is occurring. Include numbers, examples, and the exact dialogue when possible. Feedback should be evidence-based and note whether the educator’s practices were effective in rubric-aligned language.
- ✓ Evaluators are encouraged to ask students questions related to the lesson activities and materials during observations, if they can do so without interrupting direct instruction.
- ✓ Set up a time for the educator and evaluator to talk after each observation, even if it is a brief “hallway” conversation.
- ✓ Veterans suggest that new evaluators conduct co-observations. Co-observers are a good way to get norm observation evidence and feedback.
- ✓ Prior to observations School Leaders should be clear about any school-wide expectations for educators and students.