## **Observation and Feedback Decision Points for OSSE LEAs**

The following chart maps the policy decisions LEAs must make as the prerequisite for planning the implementation of OSSE’s model evaluation system.

|  |  |  |  |
| --- | --- | --- | --- |
| **Decision Point** | **Guiding Questions** | **OSSE Recommendation** | **LEA Decision** |
| Process | * What is the process in place for conducting observations and engaging in feedback conversations?
* Do teachers and observers / evaluators engage in pre- and post-observation conferences?
* How do teachers receive feedback?
 | OSSE recommends that LEAs engage in a process in which teachers have opportunities to engage in a pre- and post-observation conference. Feedback and next steps should be made available (in writing, online) for teachers to review.  |  |
| Goal Setting | * Do teachers begin the year / instructional interval with a goal setting process?
* Do teachers develop professional growth plans? What is the process?
 | OSSE recommends that teachers set instructional and professional goals at the start of the school year in the form of a professional growth plan that is reviewed with the observer / supervisor / coaching team.  |  |
| Supporting Reflective Practice | * Do teachers have an opportunity to formally reflect on their performance?
* Will teachers complete a self-assessment as a part of the reflection on the observed instruction?
 | OSSE recommends that teachers have an opportunity to reflect on their performance prior to engaging in a feedback conversation with observers. This reflection process could include answers to guided questions, the completion of a self assessment, etc.  |  |
| Who  | * Who conducts the observations?
* Who supports the observers?
 | Depending on the LEA’s staffing structure, the individual(s) responsible for conducting observations might be a dean, a coach, or a principal. OSSE recommends that there is consistency and continuity in the assignment over the course of the year, and that the observers receive ongoing professional support.  |  |
| Differentiation | * How is the observation and feedback process differentiated for new teachers, veteran teachers, struggling teachers, etc?
 | OSSE recommends that LEAs differentiate the process so that new and struggling teachers receive additional support in the form of additional observations, feedback and coaching sessions, instructional planning support, etc.  |  |
| Connection to Professional Development | * How does feedback link to opportunities for professional development?
* How do teachers demonstrate that they have engaged in professional development opportunities (other than that this should be evident in their practice)?
 | OSSE recommends that feedback is linked directly to suggestions for professional development – these might be in the form of professional readings, recommended observations of teachers who are particularly strong in certain indicators, specific forms of coaching, etc. Teachers should have the opportunity to practice newly acquired skills and receive interim feedback, ideally from observers.  |  |
| Scheduling | * How are observations and feedback conversations scheduled with teachers?
* How much lead-time is provided?
 | OSSE recommends that LEAs develop and set the formal observation schedule at the start of the school year so that teachers know, in advance, when they will be observed and when they will engage in feedback conversations. OSSE also recommends that LEAs work to build a culture in which classroom visits and informal observations are common practice and viewed as opportunities for growth.  |  |
| Number | * How many observations will you conduct per year, per teacher?
* What will be your breakdown of formal vs. informal observations?
 | OSSE recommends a minimum of 4 observations per year, per teacher – 2 formal and 2 informal observations. This number should be modified to support teachers’ individual growth plans. |  |
| Rating System | * How will you rate individual observations?
* How will individual observations inform the overall teacher effectiveness rating?
* What happens if you do not observe an indicator during an observation?
 |  |  |
| Rating Professionalism | * How will you collect evidence on rubric strands that are not observable during classroom instruction?
* When will you incorporate time to discuss the strands of the rubric that are not observable?
 | OSSE recommends that LEAs develop a system for collecting evidence – the development of professional portfolios is one approach. |  |
| Instructional Coaches | * Does your school have instructional coaches?
* What is the coaching structure? Who receives coaching?
* Do instructional coaches support planning and / or who does support teachers’ instructional planning?
 | Staffing across LEAs differs, but OSSE recommends that LEAs consider incorporating a structure in which everyone – teachers, coaches, leadership staff – receives coaching and feedback.  |  |
| Data Review | * What do you require teachers to bring to post observation / feedback conferences? Lesson plans? Student achievement data?
 | OSSE recommends that teachers present planning materials prior to the observation whenever possible, and that they bring student achievement data to the post-observation conversation.  |  |
| Capturing Evidence | * How do evaluators capture evidence during the observation to inform the feedback conversation?
* What is the note-taking format / what are the expectations?
* How is the evidence captured during an observation then shared with teachers?
 | OSSE recommends that evaluators capture non-biased, objective notes that capture descriptive evidence of a teacher’s performance for use in feedback conversations.  |  |
| Sharing | * Where is evidence collected during observation stored?
* When is observation information shared with teachers?
 | OSSE recommends that teachers have access to all information associated with observations of their performance – including areas for improvement, agreed-upon action steps, connection to professional development ideas, etc. This information should be maintained centrally (i.e. online, hard copy) to allow teachers and supervisors to be able to access observation data from previous observations from that year. |  |