



# Supporting TESS and Teacher Growth

Summer 2020

# Introductions



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# Session Outcomes

- Understand TESS state statues/rules vs. district protocols
- Developing a PGP designed for teacher growth
- Explore collecting unbiased, descriptive evidence from classroom observations
- Align evidence to the TESS framework to increase rating accuracy and drive effective feedback
- Observing in a virtual climate

# Agenda

8:30 - 9:00: Opening (Introductions and Agenda Overview)

9:00- 9:20: Platform Overview and T.E.S.S. History

9:20 - 10:10: PGPs and Effective Goal Setting/Scripting

10:10 - 10:20: Break

10:20 - 11:30: Conducting Observations

11:30 - 12:00: Lunch

12:00 - 1:00: Conducting Observations cont.d

1:00 - 2:00: Using aligned evidence to rate accurately provide effective feedback

2:00 - 2:30: Closing and Reflection



A photograph of a classroom scene. A teacher, a woman with dark hair, is leaning over a desk, looking at a globe. Three young students are gathered around the globe, looking at it with interest. The students are a young boy with brown hair, a young girl with blonde hair and a pink headband, and a young girl with dark curly hair. The globe is blue and yellow, showing continents and oceans. The background shows other desks and chairs in the classroom.

# History

Why...

use your time to conduct an observation?

# The Rules of Why...

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that **teacher and educational leader effectiveness is critical to student learning, growth, and development.**

These rules provide the framework for supporting and developing effective teachers and effective leaders as defined in Arkansas's Every Student Succeeds Act State Plan;

3.02.2 **Recognize that many factors impact student learning**, not all of which are under the control of the teacher or the school, and that **evidence of student learning includes trend data and is not limited to a single assessment**;

3.02.3 **Reflect evidence-based or proven practices that improve student learning**. Nothing in these rules should be construed to prohibit teachers or educational leaders from using innovative approaches to student learning;

3.02.4 **Utilize clear, concise, evidentiary data** for teacher and educational leader professional growth and development **to improve student achievement**;

3.02.5 Recognize that **evidence of student growth** is integrated throughout T.E.S.S. and L.E.A.D.S., and is **represented by multiple measures through artifacts, direct and indirect observations, and data**; and

3.02.6 Include the requirements for educational agencies to report data to inform public school accountability and **support the state's goal of equitable access to effective teachers for all students.**



# What is required by law?

1. Summative rating every four years.
2. Collaborative Professional Growth Plan (PGP)
3. District support on an ongoing basis throughout the Formative years
4. Provide Novice Teacher mentoring support for first 3 years

# GAME TIME



# Yep or Nope

Teachers have final say regarding their PGP.



# Yep or Nope

Teachers have final say regarding their PGP.

6.02 An educator and evaluator shall participate in T.E.S.S. and collaborate in good faith to develop the educator's professional growth plan based on the identified needs of the educator.

6.08 If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.

# Yep or Nope

Teachers may only receive a summative rating every four years.

# Yep or Nope

Teachers may only receive a summative rating every four years.

6.01 Each educational entity shall conduct a summative evaluation of each teacher employed by the educational entity under these rules at least one (1) time every four (4) years, except as follows:

6.01.1 An educational entity is not required to conduct a summative evaluation while a teacher is in the novice teacher category. It is intended that these years be focused on professional growth and development. However, an educational entity may choose to conduct a summative evaluation for any teacher at any time.

6.01.2 The educational entity is responsible for determining when a teacher is required to have a summative evaluation. The summative evaluation schedule for a teacher transferring from another educational entity may be based on the date of the transferring teacher's last summative evaluation, which may be provided by the previous educational entity under Ark. Code § 11-3-204.



# Yep or Nope

During a formative year, a teacher must receive a rating in their PGP area.

# Yep or Nope

During a formative year, a teacher must receive a rating in their PGP area.

6.12 These rules **do not require** an overall rating during a formative year.

- Follow district protocols regarding end of year ratings for formative year teachers
- It is okay to rate or not rate teachers during formative years. Feedback and growth are critical during formative years and ratings may be a support.

# Yep or Nope

One type of evidence is required to be used by a teacher and evaluator during a summative year.



# Yep or Nope

One type of evidence is required to be used by a teacher and evaluator during a summative year.

6.03 A summative evaluation shall be based on the evaluation framework and rubric established by the Department and:

6.03.1 Result in a **written evaluation** determination for the teacher's performance on **all evaluation domains** as a whole;

6.03.2 Use the **appropriate evaluation framework and evaluation rubric** appropriate to the teacher's role;

6.03.3 Use **multiple sources of evidence** of the teacher's professional practice including direct observation, indirect observation, artifacts, and data.

# Yep or Nope

The deadline to upload Professional Growth Plans into EdReflect is October 1.

# Yep or Nope

The deadline to upload Professional Growth Plans into EdReflect is October 1.

No rules regarding a deadline. PGPs must be created/reviewed yearly.

A photograph of a classroom scene. A teacher, a woman with dark hair, is leaning over a table, looking at a globe. Three young students are gathered around the globe, looking at it with interest. The students are a young girl with blonde hair and a pink headband, a young girl with dark hair, and a young boy with dark hair. The globe is blue and yellow, showing continents and oceans. The background is a classroom with wooden desks and chairs.

# The PGP and Effective Goal Setting/Monitoring

# Writing Effective Goals

- Focused on the what - what action do you want to achieve in the classroom?
- Explain the why - what impact will this have on your students?
- Should be succinct, focused, and action-oriented
- Should be observable/evidence

Quality goals focus the evaluation process; but more importantly, quality goals drive the effectiveness of evidence-based coaching which accelerates teacher growth.

**Goal #1**

Improve classroom  
management.

2c

2d

*This should be improved now!*

**View Details**

2a - Creating an Environment of Respect and Rapport

2b - Establishing a Culture for Learning

2c - Managing Classroom Procedures

2d - Managing Student Behavior

2e - Organizing Physical Space



# TESS Prompts

Goal #1

2c

Improve classroom  
management.

2d

This should be improved now!

[View Details](#)

*TESS - What specifics will help you know you've reached your goal?*

+ Add Answer

*TESS - What data will you use to measure progress?*

+ Add Answer

*TESS - What types of resources and supports do you need to complete this goal?*

+ Add Answer

*TESS - How is this goal relevant to you and your students?*

+ Add Answer



*TESS - When will you collect data? By when will you complete this goal?*

# Let's Practice!

Let's practice breakout rooms!

- Which of these goals is most effectively written? Why?
- Discuss the goal that needs improvement. How you would guide the teacher to revise this goal?



# Evaluate These Goals!

**#1**

Increase my use of strategic grouping strategies.

1c

3c

**#2**

Use a variety of questioning strategies so sts will construct their own meaning with content.

3b

**#3**

Math Dept Goal: Increase problem solving in real world situations

1a

3c

- Which goal is most effectively written?
- How could you revise the others?

# TESS Prompts

## Goal #2

Use strategic grouping during literacy to address specific NWEA learning gaps for students.

1b

1c

1f

3d

*TESS - What specifics will help you know you've reached your goal?*

+ Add Answer

*TESS - What data will you use to measure progress?*

+ Add Answer

*TESS - What types of resources and supports do you need to complete this goal?*

+ Add Answer

*TESS - How is this goal relevant to you and your students?*

+ Add Answer



*TESS - When will you collect data? By when will you complete this goal?*



# Stop and Think!



- As a new administrator, what actions will you take to ensure teachers have quality PGPs and value the PGP process?

A photograph of a classroom scene. A teacher, a woman with dark hair, is leaning over a table. She is holding a large, colorful globe. Three young children are gathered around the table, looking at the globe. One child, a young girl with dark skin and curly hair, is pointing at the globe. The other two children, a young girl with blonde hair and a young boy with brown hair, are also looking at the globe. The background shows other children at tables in a classroom setting.

# Collecting Quality Evidence



# Types of Evidence

4.14 “Evidence” includes direct observation, indirect observation, artifacts, and data. Evidence facilitates a professional dialogue for the educator and evaluator, and provides essential evidence of the educator's professional practice.

4.01 “Artifact” means materials that document the educator’s professional practice.

4.05 “Data” means:

4.05.1 Teacher performance data, which may include without limitation progress on professional learning goals, professional practice ratings, and other indicators determined by the educational entity;

4.05.2 Student performance data, which may include without limitation state and local assessments, samples of student work, portfolios, projects, and other indicators determined at the local level; and

4.05.3 Overall school performance data.

4.05.04 “Data” may include multiple sources of information, such as measures of student growth, school quality, or student success.

4.07 “Direct observation” means the evaluator is physically present or using appropriate technology to observe the teacher or leader performing essential job functions.

4.16 “Indirect observation” means the evaluator observes systems that operate as a result of a teacher’s research, planning, and

implementation inside the classroom or in a work-related environment outside of the classroom.

# What does quality evidence look like?

Quality evidence is:

- Objective: non-biased and leaves little to perception or interpretation
- Observational: focused on what you see and hear in the classroom

# Qualitative Data

## Scripting that captures:

- **Selective verbatim**—Record actual words of the students and/or teacher
- **Verbal flow**—Capturing the interaction between two speakers (student/student or student/teacher)
- **Interaction analysis**—Record details about the types of statements made by teacher and/or students
- **Anecdotal notes**—Register what is occurring in the classroom, either behaviors or details of the room environment.

# Which are Quality Examples of Qualitative Data?

- You are clearly passionate about your subject!
- Teacher had to redirect the students attention to the task multiple times.
- Students appear on task from the moment they walk in the door.
- Good use of questioning to drive deep thinking.
- Student groups are conducive to the task.

# Better!

<p>You are clearly passionate about your subject!</p>	<p>T elevates tone. T: This is the best part of the experiment! Pay close attention to what happens next. This fascinates me! Don't miss it!</p>
<p>Teacher had to redirect the students attention to the task multiple times.</p>	<p>T: Susie, remember that we work quietly during the warm up. Susie continues to talk to neighbor T: Susie, enough! I said to stop talking. Susie puts head down. T: Susie, you need to get the warm up done.</p>
<p>Students appear on task from the moment they walk in the door.</p>	<p>Students pick up a warm up sheet when they enter the door, go to their seats and begin working.</p>
<p>Good use of questioning to drive deep thinking.</p>	<p>T: What is the the main character's motivation in this story?, S: He wants to win the big game. T: What details from the story make you think that is important to him?</p>
<p>Student groups are conducive to the task.</p>	<p>Student are in groups of three. Each team member has a role they must complete during the lab.</p>

# Quantitative Data

- Numbers are emphasized over words during quantitative data collection.
- Data collection includes frequencies, distributions, and pacing.
- Checklists, tallies, and/or classroom seating charts are often used.



# Examples of Quantitative Data

- 10:05: Students enter room
- 10:07: 21/24 students are working on their Do Now
- 10:10: Tchr tells sts that they have 1 minute to finish.
- All students begin working on worksheet.
- Teacher generated questions: IIIIIII
- Student generated questions: III
- 2 students do not have assignment on desk as directed.
- Most students track their reading using their finger.

# Let's Practice

In your breakout room use the sample evidence to:

- Identify 2 pieces of quality evidence. What makes it quality evidence?
- Identify 2 pieces of evidence that could be improved. How could they be improved?



- The class was seated in a horseshoe seating arrangement. This allowed the students to see each other and the teacher.
- The lesson began with T reminding the students of the worksheet they completed the day before. ”
- A number of Ss actively engaged in this discussion and the teacher allowed this discussion to flow.
- Bell Ringer activity was positive
- DOK Level Questions: Level 1: 8 Level 2: 2 Level 3: 1
- Students are too talkative and loud throughout the lesson.
- T accepted Ss recall and interpretation and praised every student for their input using words such as “Great job,” ”Well done,” and “That’s awesome.”
- T asked the students to read the poems silently.
- While the students were reading, T walked around the room to ensure that they were engaged in the process.
- Ss enjoyed the game used for test review.
- 15/18 students were called to respond to questions during the lesson.

# Let's Practice!

Conduct a brief observation for this teacher:

- Goal: Practice scripting quality evidence
- GO!

# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Discuss the collected evidence
- What was easy?
- What was challenging?

# Let's Practice #2!

Conduct a brief informal observation for this teacher:

- Goal: Practice scripting quality evidence
- GO!



# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Discuss the collected evidence

A photograph of a classroom scene. A teacher, a woman with dark hair, is leaning over a globe on the right side of the frame. She is looking down at three young students who are gathered around the globe. The students are a young girl with blonde hair and a pink headband, a young girl with brown hair, and a young boy with dark curly hair. They are all looking at the globe with interest. The background shows a classroom with yellow desks and black chairs. The text "Scripting to an Aligned Goal" is overlaid in white on the center of the image.

## Scripting to an Aligned Goal

# What's the difference here?

3b - Using Questioning and Discussion Techniques



## INEFFECTIVE

The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

## PROGRESSING

Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.

## EFFECTIVE

Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.

## HIGHLY EFFECTIVE

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

# Let's Practice #1!

Conduct a brief observation for this teacher:

- Prepare to script to the designated component
- GO!

# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Which rating would you assign?

# Why is it important to tag evidence?

2c - Managing Classroom Procedures

Four empty rectangular boxes with rounded corners, followed by a vertical double-headed arrow icon.

## INEFFECTIVE

Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

## PROGRESSING

Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.

## EFFECTIVE

Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

## HIGHLY EFFECTIVE

Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

# Let's Practice!

Conduct a brief observation for this teacher:

- Prepare to script to the designated component
- GO!

# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Which rating would you assign?



### 3c - Engaging Students in Learning

#### **INEFFECTIVE**

Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

#### **PROGRESSING**

Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.

#### **EFFECTIVE**

Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

#### **HIGHLY EFFECTIVE**

Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

# Let's Practice!

Conduct a brief observation for this teacher:

- Prepare to script to the designated component
- GO!

# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Which rating would you assign?

## 2a - Creating an Environment of Respect and Rapport

<p><b>INEFFECTIVE</b></p> <p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p><b>PROGRESSING</b></p> <p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p><b>EFFECTIVE</b></p> <p>Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
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## 2e - Organizing Physical Space

<p><b>INEFFECTIVE</b></p> <p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p><b>PROGRESSING</b></p> <p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p><b>EFFECTIVE</b></p> <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
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## 3a - Communicating with Students

<p><b>INEFFECTIVE</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p><b>PROGRESSING</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p><b>EFFECTIVE</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p>
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## 3d - Using Assessment in Instruction

<p><b>INEFFECTIVE</b></p> <p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p><b>PROGRESSING</b></p> <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p><b>EFFECTIVE</b></p> <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
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## 3b - Using Questioning and Discussion Techniques

<p><b>INEFFECTIVE</b></p> <p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p><b>PROGRESSING</b></p> <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p><b>EFFECTIVE</b></p> <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
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# Let's Practice!

Conduct a brief observation for this teacher:

- Prepare to script to the designated components
- GO!

# Debrief in Small Groups

## Clean up evidence

- Is it quality?
- Does it make sense?
- Correct spelling, etc.

## Debrief

- Which ratings would you assign?

# Organizing During/After the Observation

- “Clean up evidence” before sharing with teachers
  - It’s difficult to gather pristine evidence
  - Not all evidence is important
- Tagging evidence to components on the framework
- Make notes regarding feedback and next steps
  - In the EdReflect platform; or
  - Sticky Note, Notepad, Google doc, etc.

# To Rate or Not to Rate?

- Is this a formative or summative observation?
- What is the district protocol for rating?
- Ratings provide growth/trend data that can be valuable for end of year conversations (i.e., PGP achievement, summative year evaluations)
- Ratings can drive very productive coaching conversations - teachers and observers should both rate to tee up most effective conversation



# Let's Practice

- Work in a group of 2-3 to draft Feedback and Next Steps for the teacher you observed.



# Stop and Think!



- What are 2-3 of your most important take-aways about conducting observations?
- What will be your strategy for completing observations?



# Providing Evidence Driven Feedback

# High Quality Feedback

- Educators learn best when feedback is
  - Tied to specific teaching standards
  - Specific, detailed and evidence based
  - Timely and frequent
  - Constructive, with effective use of questioning
- Deliver feedback in a constructive way that engages the teacher with you to determine next steps



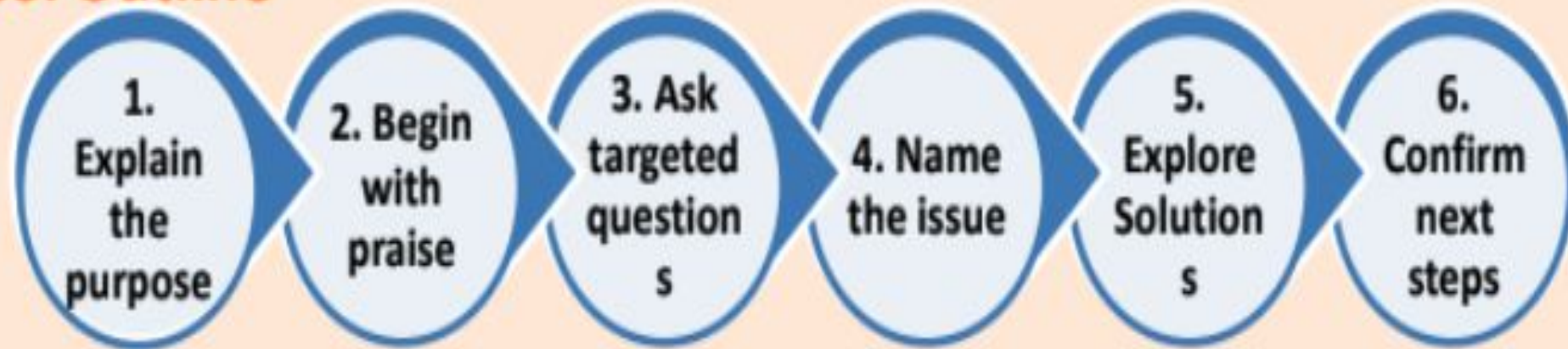


# Structuring Coaching Conversations

Effective coaching conversations:

- Invite reflection
- Deconstruct the component with the teacher
- Let the evidence speak
- Identify specific and actionable next steps
- Offer appropriate resources/supports

## Protocol Outline



*We will use one example throughout the protocol to help illustrate the protocol.*

## 1. Explain the purpose of the conversation:

- **The observation is an opportunity to see the teacher in action** and provide insight for the teacher as he/she works to improve instructional practice.
- **This is one of multiple observations** that will inform the Teacher Practice subcomponent of the Composite APPR Rating and Score. Summarize how many observations into the school year there have been so far and how many more opportunities will follow. Remind the teacher about any other components of the Teacher Practice subcomponent in your District as well.

## 2. Begin with positive feedback and reinforcement:

- **Ask the teacher to reflect on strengths** observable in the lesson
- **Reinforce** and add areas where the teacher demonstrated strength or has shown notable progress.
- **Tie your feedback to your evidence** from the observation or formative assessment data.
- **All feedback you provide during the meeting should be low-inference** and not high inference.  
*(Refer to Box A)*

### Box A – High-Inference vs. Low-Inference Feedback

The more specific your feedback is, the more helpful it will be for the teacher.

**High inference finding**- an overall impression without a lot of detail: “You are doing a better job of checking for understanding.”

**Low-inference finding** - a much finer grain of detail, refers to specific examples that explain the finding; “At two different times during the lesson, you showed variations in students’ solution methods to strengthen other students’ understanding of the content.”

If you have a high-inference finding, ask yourself, “What did I see that makes me think this is true?”

#### ➤ Illustrative Example for Providing Positive Feedback Based on Evidence:

- *Last time we talked about how you were struggling with checking for understanding. During this observation, I saw several instructional practices that you used to maximize opportunities for all students to master the content.*
  - *At two different times during the lesson, you showed different ways that students arrived at their solutions and asked questions to make sure that the class understood why both approaches were correct mathematically and conceptually.*
  - *You were also deliberately checking for understanding throughout the lesson by assigning short problems of increasing complexity.*
  - *Finally, you left time at the end to summarize the math learned in this lesson.*



### 3. Ask targeted questions to help lead the teacher to the core issue:

- Plan to address no more than two to three opportunities for improvement during this post-observation conversation. However, be flexible about other topics the teacher suggests as well.
- Begin by asking the teacher specific questions that may lead a teacher to identify the areas of improvement before you do. (Refer to Box B
- Reinforce the teacher's suggestions or further probe as needed, focussing on low inference evidence this and other recent observations, as well as formative student assessment data.

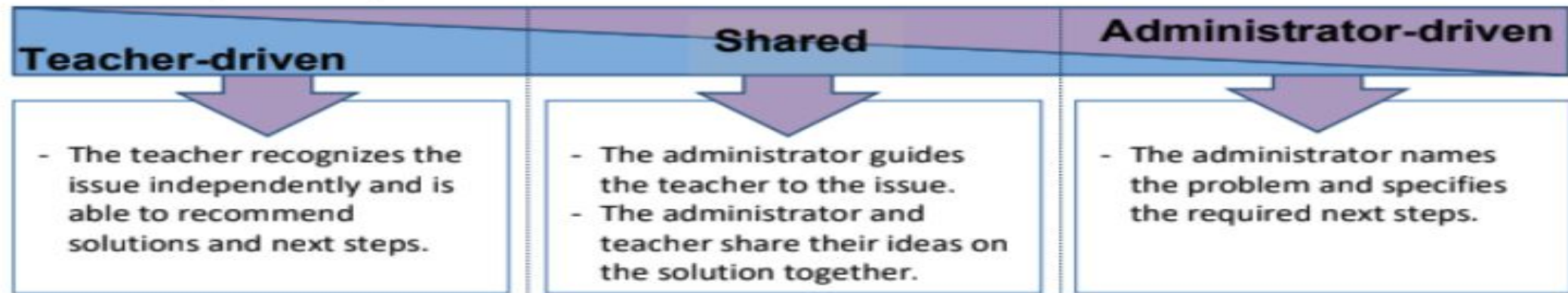
#### Box B – Targeted Questions

The more specific your questions, the more likely the teacher can name the issue before you do.

- **OK:** *Was there anything you thought you could have done better while I was observing the class?*
- **Better:** *Who was doing the heavy thinking and lifting during the lesson – you or the students? How do you know? How much time during the lesson were you talking at the students versus the students working and thinking?*
- **Best:** *Did you let students struggle with difficult questions or did you step in and lead them or answer the question for them? What could you have said or asked to push students to more clearly and accurately reflect their mathematical understanding of this concept?*

#### 4. Name the issue(s) together:

**There should be no ambiguity about the opportunity for improvement.** How much you explicitly name the issue versus giving the teacher the opportunity to do so depend on the nature of the issue and the teacher's ability to identify the concern.



- **Focus again on low-inference feedback.**
  - o E.g., instead of "You are too quick to give the students the answers instead of waiting for them to figure it out," provide low-inference feedback like, "During two of my observations, when you worked with your lower-achieving students, you waited for them to give 2-3 wrong or insufficient answers before you pointed them to the answer in the text, or you gave them the answer."

## 5. Explore solutions together:

- **Explore with the teacher what changes to practice could address each area of improvement.** The teacher may have specific ideas to offer, or may be able to do so with guiding questions.
  - In our current example, the teacher may be struggling with increasing student engagement and thinking. He may be anxious to get through all lesson materials and the questions he planned for students to answer. He also may have a limited toolkit of ways to facilitate a classroom where all students are productively engaged in the work of the lesson. Together you might brainstorm 4 or 5 ways that he can give more time for certain groups of students, plan more questions to push for students to “work” for the answers, model perseverance, or build a classroom culture where students persist in efforts to read, speak, and write about demanding texts even when it gets hard.
- **Brainstorm together about the different resources available, and the kind of support that will help** improve instructional practice. The more specific the action plan is, the more helpful it will be.
  - You and the teacher may be able to construct specific new practices together in the moment and make plans for immediate follow-up. Two examples from Paul Bambrick-Santoyo’s book *Leverage Leadership*:



## 6. Confirm next steps:

- **Summarize the follow-up steps** expected to take place following the meeting. Ensure that you have **clear actions, owners and timelines**.
- **Agree to something that you will follow up on immediately** following the conversation, like the teacher will watch a video on best practices on EngageNY.org, or the teacher will ask a teacher highly effective in this technique to observe and provide feedback in a week.
- **Schedule the follow up conversation**, matching the timing with the urgency for improvement.

# Stop and Think!



- What are you most/least confident regarding coaching teachers?
- How might you schedule your time during the week to prioritize informal observations and coaching? What possible barriers might you encounter?

A photograph of a classroom scene. A teacher, a woman with dark hair, is leaning over a desk, looking at a globe. Three young students are gathered around the globe, looking at it with interest. The students are a young girl with blonde hair and a pink headband, a young girl with brown hair, and a young boy with dark skin and curly hair. The globe is blue and yellow, showing continents and oceans. The background is a classroom with wooden desks and chairs.

# Observing in a Covid-19 World

# Video Observation and Insights Webinar Links

[Webinar recording](#)

[Webinar slide deck](#)

[Video Observation Upload Tips Article](#)

[Observation Progress Report Article](#)

[Strengths & Opportunities Report Article](#)





QUESTIONS?







**Thank you!**