For first-year educators and PTS educators on Improvement Plans only

**Pre-Conference, Observation and Post-Conference Time Frame**

- The observer and the educator should have a pre-conference prior to the announced observation. The lesson plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- Announced observation should be for a whole class period or entire student interaction.
- The observer and the educator should have a post-conference within three school days of the observation.

1. **Observer’s Notes:**

- During an announced observation, the observer should be present, that is, actively watching the educator and the students. Use the lesson plan template to jot down notes and key words only. [This is a recommended strategy, not a mandatory element of the observations.]
- In four to six sentences, the observer describes without judgment what was observed. The lesson plan notes should remind the observer what the teacher was doing and what the students were doing.

2. **Written Feedback**

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator’s practice reflected the exemplary description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator’s practice reflected the proficient description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator’s practice reflected the needs improvement description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator’s practice reflected the unsatisfactory description in the rubric.
- **Not Observed:** During the observation, the educator’s practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- **Educator’s name** demonstrates strength on element/goal [write indicator element and/or educator goal] because I observed describe the actions, words, activities that led to this judgment. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is exemplary.
- **Educator’s name** could improve on element/goal [write indicator element and/or educator goal] because I observed describe the actions, words, activities that led to this judgment. Suggesting that an educator could improve does not automatically mean that the educator needs improvement. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.
1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key:  
   - E = EXEMPLARY  
   - P = PROFICIENT  
   - N = NEEDS IMPROVEMENT  
   - U = UNSATISFACTORY  
   - NO = NOT OBSERVED  
   
   It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

### STANDARD INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.  

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT</th>
<th>E</th>
<th>P</th>
<th>N</th>
<th>U</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td><strong>I. CURRICULUM, PLANNING &amp; ASSESSMENT</strong></td>
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<td>a. Subject Matter Knowledge</td>
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<td>b. Child and Adolescent Development</td>
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<td>c. Measurable Outcomes/Well-Structured Lessons</td>
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<td>d. Use of Data in Instructional Decision-Making/Adjustment to Practice</td>
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<tr>
<td>e. Communicating with Students and Parents/Sharing Conclusions with Students</td>
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<td><strong>II. TEACHING ALL STUDENTS</strong></td>
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<tr>
<td>a. Quality and Effort of Work</td>
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<tr>
<td>b. Student Engagement/Student Motivation</td>
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<td>c. Learners’ Needs/Meeting Diverse Needs</td>
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<td>d. Learning Environment/Safe and Collaborative Learning Environment</td>
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<tr>
<td>e. Respects Differences/Maintains Respectful Environment</td>
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<td>f. High Expectations/Clear Expectations</td>
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<td>g. Access to Knowledge</td>
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<td><strong>EDUCATOR PLAN</strong></td>
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<tr>
<td>Professional Practice Goal:</td>
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<tr>
<td>Student Learning Goal:</td>
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</tbody>
</table>

3. __________________________________________demonstrates strength on element/goal ______________________________because I observed

   __________________________________________

   __________________________________________could improve on element/goal ______________________________because I observed

   __________________________________________

4. Date of Oral Feedback ______________________  Date of Written Feedback ______________________

   This document may be completed electronically or in paper form. Any electronic changes made to this document must be saved to your computer or the changes will be lost. Provide the educator with a printed copy or electronic version of the completed form. Educator may comment on reverse side or attach comments to the signed report.
Teacher: ____________________________ School: ____________ Grade _____
Subject: ____________________________
Date: ______________________________ Time In: _______ Time Out: _______

Standard(s), knowledge/skill addressed in this lesson: ____________________________

Topic(s) addressed in this lesson: _____________________________________________

Skills that students will acquire: (What students will be able to do)
1. ____________________________
2. ____________________________
3. ____________________________

Concepts that students will acquire: (What students will know)
4. ____________________________
5. ____________________________
6. ____________________________

DESCRIPTION OF THE LEARNING ACTIVITY:

<table>
<thead>
<tr>
<th>What will I do?</th>
<th>What will my students do?</th>
<th>How will I assess my students?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

* It is understood that assessment may not occur during the observation.
Teacher: ___________________________________ School: ___________________ Grade _____

Subject: ___________________________________

Date: ___________________ Time In: _________ Time Out: ____________

Standard(s), Knowledge/Skill Addressed in this Lesson: __________________________________________

Topic(s) Addressed in this Lesson: _________________________________________________________

**Size of Student Group: (Check one)**

☐ One-on-one  ☐ Small group  ☐ Large group  ☐ Whole class

**Type of Student Interaction: (Check one)**

☐ Personal counseling  ☐ Career counseling  ☐ Guidance counseling  ☐ Informational meeting

☐ Instructional session  ☐ Testing  ☐ Other: ________________________________

**Goals for the Session:**

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

**Areas of Concern:**

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________

**DESCRIPTION OF THE LEARNING ACTIVITY:**

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For first-year administrators and those on Improvement Plans only

**Pre-Conference, Observation and Post-Conference Time Frame**

- The observer and the educator should have a pre-conference prior to the announced observation. The interaction plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- Announced observation should be for a whole interaction.
- The observer and the educator should have a post-conference within three school days of the observation.

1. **Observer's Notes:**

   - During an announced observation, the observer should be present, that is, actively watching the educator and the students. Use the interaction plan template to jot down notes and key words only. [This is a recommended strategy, not a mandatory element of the observation.]

   - In four to six sentences, the observer describes without judgment what was observed. The interaction plan notes should remind the observer what the administrator was doing and what the students, teachers, parents or others were doing.

**Post-Conference/Verbal Feedback**

- Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
  - The observer commending, clarifying and/or correcting the educator.
  - The educator providing relevant information to provide additional context or explanation.

2. **Written Feedback**

   Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

   - **Exemplary:** During the observation, I saw clear evidence that the educator’s practice reflected the exemplary description in the rubric, and that the educator could be a model for others.
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3. The observer completes the two sentence stems,

   - **Educator’s name** demonstrates strength on element/goal [write indicator element and/or educator goal] because I observed [describe the actions, words, activities that led to this judgment]. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is exemplary.
   - **Educator’s name** could improve on element/goal [write indicator element and/or educator goal] because I observed [describe the actions, words, activities that led to this judgment]. Suggesting that an educator could improve does not automatically mean that the educator needs improvement. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or an electronic copy of the completed form to the educator and places the original in the evaluation file.
# ANNOUNCED OBSERVATION FORM – ADMINISTRATORS

**Educator**  
**School**  
**Date**

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Grade</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in:</td>
<td>Time out:</td>
<td>Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END</td>
</tr>
</tbody>
</table>

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key:  
   - **E** = EXEMPLARY  
   - **P** = PROFICIENT  
   - **N** = NEEDS IMPROVEMENT  
   - **U** = UNSATISFACTORY  
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   It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

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<th>P</th>
<th>N</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INSTRUCTIONAL LEADERSHIP</td>
<td>a. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.</td>
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<td></td>
<td>b. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.</td>
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<tr>
<td>II. PARENT AND COMMUNITY ENGAGEMENT</td>
<td>a. Continuously collaborates with families to support student learning and development both at home and at school.</td>
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<td></td>
<td>b. Engages in regular, two-way, culturally proficient communication with families about student learning and performance.</td>
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<tr>
<td>III. TEACHING ALL STUDENTS</td>
<td>a. Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</td>
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<td>b. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.</td>
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<td>c. Demonstrates strong interpersonal, written and verbal communication skills.</td>
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<td></td>
<td>d. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice.</td>
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<td>e. Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.</td>
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<td>f. Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.</td>
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3. ____________________________________________ demonstrates strength on element/goal ___________________________ because I observed

_________________________________________________ could improve on element/goal ___________________________ because I observed

4. Date of Oral Feedback __________________________ Date of Written Feedback __________________

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Educator: __________________________ School: ______________ Grade _____

Topic: _______________________________________________________

Date: ___________________________ Time In: _______ Time Out: _______

Purpose of Professional Activity: ____________________________________

**Size of Group**: (Check one)

- One-on-one   - Small group   - Large group   - Whole faculty

**Type of Administrative Task or Interaction**: (Check one)

- Observation:    - Classroom   - SISP session   - Administrative task   - ESP
- Faculty meeting/presentation   - Dispute resolution session   - Parent meeting/presentation
- Business group presentation   - School Committee presentation   - Other: _______________________

**Goals for the Interaction:**

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

**Areas of Concern:**

4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________

**Description of the Interaction**

<table>
<thead>
<tr>
<th>What will I do?</th>
<th>What will the adults or students do?</th>
<th>How will I assess my success?</th>
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* It is understood that assessing the outcomes may not occur during the observation.