



# DEVELOPING AN OBSERVATION SYSTEM – FROM REFLECTION TO ACTION



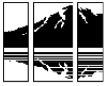
Component: \_\_\_\_\_

BEST PRACTICE REFLECTION QUESTIONS	COURSES OF ACTION – WHAT DO WE NEED TO DO?
<p><b>PROCEDURES</b></p> <ul style="list-style-type: none"> <li>What do we already have that we can leverage?</li> <li>What kind/type of observation procedures will we need to develop?</li> </ul> <p>Procedural Examples: Frequency of observations; Who conducts the observations; When will observations occur</p>	
<p><b>DOCUMENTATION: OBSERVATION COMPONENT</b></p> <ul style="list-style-type: none"> <li>What do already have that we can leverage?</li> <li>How will we document this component?</li> </ul> <p>Documentation Examples: Pre and post conferencing; Lesson plan, Teacher evidence</p>	
<p><b>CYCLE AND TIMELINES</b></p> <ul style="list-style-type: none"> <li>What do we already have that we can leverage?</li> <li>What will our evaluation cycle be?</li> </ul> <p>Cycle and Timeline Considerations: Quarterly, semi-annually; Differences for tenured vs. non-tenured educators; State requirements for timelines; Past practices or negotiated agreements considerations.</p>	
<p><b>FEEDBACK PROCESS(es)</b></p> <ul style="list-style-type: none"> <li>How will we ensure transparency of process?</li> <li>How will we ensure the educator is provided timely feedback?</li> </ul> <p>Feedback Considerations: Sharing of results; Timing of results; Commitment to sharing</p>	



Designed By Bernie Sorenson, Northwest Comprehensive Center of Portland Oregon, SERRC of Alaska, and Alaska EED





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BEST PRACTICE REFLECTION QUESTIONS	COURSES OF ACTION – WHAT DO WE NEED TO DO?
<p><b>LEVELS OF SUPPORT IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>▪ What do we do that we can leverage?</li> <li>▪ How will the data from this component help to inform our PD and levels of support provided at the individual, school and/or district level?</li> <li>▪ What might we need to change or create to provide the right levels of support?</li> </ul> <p>Levels of Support Considerations: Linking data collected to supporting individual growth and development; Linking data collected to improving classroom instructional practices and subject matter teaching; Linking data collected to designing school and district based professional development programs.</p>	
<p><b>INSTRUCTIONAL FRAMEWORK/STANDARDS</b></p> <ul style="list-style-type: none"> <li>▪ Is this component aligned to our adopted instructional framework/standards?</li> </ul> <p>Framework/Standards Considerations: Linking data collected to your instructional framework/standards.</p>	
<p><b>SUMMATIVE EVALUATION PROCESS</b></p> <ul style="list-style-type: none"> <li>▪ Have we determined where, within the evaluation cycle, the component's information will be used?</li> <li>▪ How will we use the data collected? Will this component be used as formative data or will it be used in the summative evaluation scoring? How will it be use to support the educator's practice?</li> </ul> <p>Summative Evaluation Considerations: Have we considered how each piece of information fits into our final summative evaluation for the educator; Have we considered where/when it will inform the level of support given to an individual.</p>	



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