

UNANNOUNCED OBSERVATION GUIDANCE – TEACHERS & SIS

TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the classroom or worksite.
- ❑ The observation may take place any time during the class period or student interaction. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be present, that is, actively watching the educator and the students. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. **[This is a recommended strategy, not a mandatory element of the observation.]**
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the teacher was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about the students, the lesson or what happened in the classroom or worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, 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 but an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

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.

UNANNOUNCED OBSERVATION FORM – TEACHERS & SISP

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: BEGINNING MIDDLE END

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.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. <i>Subject Matter Knowledge</i>					
	b. <i>Child and Adolescent Development</i>					
	c. <i>Measurable Outcomes/Well-Structured Lessons</i>					
	d. <i>Use of Data in Instructional Decision-Making/Adjustment to Practice</i>					
	e. <i>Communicating with Students and Parents/Sharing Conclusions with Students</i>					
II. TEACHING ALL STUDENTS	a. <i>Quality and Effort of Work</i>					
	b. <i>Student Engagement/Student Motivation</i>					
	c. <i>Learners' Needs/Meeting Diverse Needs</i>					
	d. <i>Learning Environment/Safe and Collaborative Learning Environment</i>					
	e. <i>Respects Differences/Maintains Respectful Environment</i>					
	f. <i>High Expectations/Clear Expectations</i>					
	g. <i>Access to Knowledge</i>					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

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.

UNANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the worksite.
- ❑ The observation may take place any time during the interaction with staff, parents, students or community members. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be present, that is, actively watching the educator and those with whom (s)he is interacting. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. **[This is a recommended strategy, not a mandatory element of the observation.]**
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the administrator was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about what happened in the worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, 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, rather an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

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.

UNANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: BEGINNING MIDDLE END

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.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. <i>Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.</i>					
	b. <i>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.</i>					
II. PARENT AND COMMUNITY ENGAGEMENT	a. <i>Continuously collaborates with families to support student learning and development both at home and at school.</i>					
	b. <i>Engages in regular, two-way, culturally proficient communication with families about student learning and performance.</i>					
III. TEACHING ALL STUDENTS	a. <i>Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</i>					
	b. <i>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.</i>					
	c. <i>Demonstrates strong interpersonal, written and verbal communication skills.</i>					
	d. <i>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.</i>					
	e. <i>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.</i>					
	f. <i>Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.</i>					
EDUCATOR	Professional Practice Goal:					
	Student Learning Goal:					

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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