

## Observation and feedback conditions

Indicator	How do you know?	Current state
1. There is a clear, communicated vision for the purpose of observation and feedback.	<p><b>Artifact:</b> Vision statement and a plan to communicate it</p> <p><b>Teacher and observer surveys:</b> “The vision for observation and feedback at my school was communicated to me, and I have a clear understanding of that vision.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Teachers and observers have different ideas about the purpose of an observation and feedback cycle.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers and observers can articulate the purpose of an observation and feedback cycle.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers and observers understand the purpose of an observation and feedback cycle.</p>
2. There is dedicated and consistent time to engage in observation and feedback.	<p><b>Artifact:</b> Leader weekly schedules with dedicated observation time</p> <p><b>Teacher survey:</b> “I am observed and provided feedback at least once every other week.”</p> <p><b>Observer survey:</b> “I observe and provide feedback to the teachers on my caseload at least every other week.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Observers do not allocate enough time in their schedules to be in classrooms and provide feedback.</p> <p><input type="checkbox"/> <b>Developing:</b> Some observers allocate enough time in their schedules to observe and provide feedback, but it is inconsistently followed through on.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most observers prioritize classroom observations, spending several hours a week engaged in observations and feedback.</p>
3. There is a way to track that all teachers receive consistent observation and feedback.	<p><b>Artifact:</b> Observation tracker</p> <p><b>Teacher survey:</b> “I can easily access the notes and action steps from my observations and feedback meetings.”</p> <p><b>Observer survey:</b> “I use an observation tracker to track observation dates, notes, and action steps and adjust the tracker as needed.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Observers do not have a shared way of tracking the frequency or content of observations and feedback.</p> <p><input type="checkbox"/> <b>Developing:</b> Observers track the frequency and content of observations and feedback in a shared system, but tracking is inconsistent across observers.</p> <p><input type="checkbox"/> <b>Deepening:</b> Observers track, share, and reflect on the frequency and content of observations and feedback; they use this information to adapt their practices.</p>
4. All staff members understand their roles and responsibilities in the observation and feedback structure.	<p><b>Artifact:</b> Schoolwide plan that specifies the key actions, dates, and responsibilities for all staff members</p> <p><b>Teacher and observer surveys:</b> “I understand my responsibilities and action steps so that the observation cycle is effective.”</p> <p><b>Observer survey:</b> “I have sufficient time to carry out my roles and responsibilities when it comes to observation and feedback.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Roles and responsibilities for observation and feedback do not exist or people are not aware of them.</p> <p><input type="checkbox"/> <b>Developing:</b> Roles and responsibilities for observation and feedback exist, but many staff are unable to execute them.</p> <p><input type="checkbox"/> <b>Deepening:</b> Roles and responsibilities for observation and feedback exist, and most staff members are able to execute them.</p>
5. Observers receive training and clear protocols for how to do observation and feedback.	<p><b>Artifact:</b> Agendas or PL materials from observer trainings or joint observations</p> <p><b>Observer survey:</b> “I feel prepared to facilitate an effective observation and feedback cycle.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> There are no trainings or protocols about how to do effective observation and feedback.</p> <p><input type="checkbox"/> <b>Developing:</b> There are trainings and protocols for observers, but they do not lead to effective observation and feedback.</p> <p><input type="checkbox"/> <b>Deepening:</b> There are trainings and protocols for observers, and they lead to effective observation and feedback.</p>

<p>6. Teachers and observers are invested in observation and feedback.</p>	<p><b>Teacher and observer surveys:</b> “I am invested in the observation and feedback process.”; “The observation and feedback process improves my/teachers' instructional practice.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few teachers and observers are invested in observation and feedback.</li> <li><input type="checkbox"/> <b>Developing:</b> Some teachers and observers are invested in observation and feedback, but a few question its impact and usefulness.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most teachers and observers are invested in observation and feedback and can speak to its impact.</li> </ul>
<p>7. Interactions between observers and teachers affirm teachers' perspectives, efforts, and contributions.</p>	<p><b>Observation:</b> Equity of voice, participation, vulnerability <b>Teacher survey:</b> “My perspectives, efforts, and contributions are affirmed in interactions with observers.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few teachers (specifically those who are least likely to feel affirmed) have their perspectives, efforts, and/or contributions affirmed in the observation and feedback structure.</li> <li><input type="checkbox"/> <b>Developing:</b> Some teachers (specifically those who are least likely to feel affirmed) have their perspectives, efforts, and/or contributions affirmed in the observation and feedback structure.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most teachers (specifically those who are least likely to feel affirmed) have their perspectives, efforts, and/or contributions affirmed in the observation and feedback structure.</li> </ul>

## Practice 1: Ongoing feedback cycles

Indicator	How do you know?	Current state
<p>1a. There is a clear focus for feedback that aligns with the goal(s) of the school, team, or individual.</p>	<p><b>Artifact:</b> Examples of feedback notes or identified focus areas for the school, team, or individual</p> <p><b>Teacher survey:</b> “I receive focused feedback that aligns with my goals and/or areas for growth.”</p> <p><b>Observer survey:</b> “There is a clear focus for feedback that aligns with the goal(s) of the school, team, or individual.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> There is no focus for observations, so teachers receive feedback that is disconnected and feels random.</p> <p><input type="checkbox"/> <b>Developing:</b> There is usually a focus for observations, but how it relates to overall school, team, or individual goals is not communicated or explained clearly to teachers.</p> <p><input type="checkbox"/> <b>Deepening:</b> The focus of each observation is clear and well understood by the teacher and observer; they reflect on its impact and adjust the focus if needed.</p>
<p>1b. Timely, focused, and actionable feedback is provided to teachers.</p>	<p><b>Artifact:</b> Examples of feedback</p> <p><b>Teacher survey:</b> “I am observed and given feedback at least once every other week.”</p> <p><b>Observer survey:</b> “I observe and provide feedback to the teachers in my caseload at least every other week.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Leaders rarely provide helpful feedback; it is usually a few days after the observation, unactionable, and/or not aligned to the focus area.</p> <p><input type="checkbox"/> <b>Developing:</b> Leaders inconsistently provide helpful feedback: it is often a few days late, only partially actionable, and/or not completely aligned to the focus area.</p> <p><input type="checkbox"/> <b>Deepening:</b> Leaders provide timely feedback to teachers that is actionable and focused; leaders reflect on the effectiveness of their feedback to learn from each other.</p>
<p>1c. Teachers regularly implement the feedback that they receive.</p>	<p><b>Observations:</b> Evidence of prior action steps is observable during lesson observations.</p> <p><b>Teacher survey:</b> “I am able to implement the feedback that I receive.”</p> <p><b>Observer survey:</b> “There is evidence teachers implement the feedback they receive.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Few teachers regularly implement the feedback that they receive.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers regularly implement the feedback that they receive.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers regularly implement the feedback that they receive.</p>
<p>1d. Teachers’ instructional practice improves over the course of multiple feedback cycles.</p>	<p><b>Observations:</b> There is evidence that teachers’ practice has improved based on the observation tool.</p> <p><b>Teacher survey:</b> “The ongoing feedback cycle process improves my instructional practice.”</p> <p><b>Observer survey:</b> “The ongoing feedback cycle process improves teachers’ instructional practice.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Few teachers’ instructional practice improves over the course of multiple observation cycles.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers’ instructional practice improves over the course of multiple observation cycles.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers’ instructional practice improves over the course of multiple observation cycles.</p>
<p>1e. Observers can identify and explain the instructional trends across the school, including overall strengths and areas of growth.</p>	<p><b>Artifact:</b> There is a document or tracker that captures the overall instructional trends across the school.</p> <p><b>Observer survey:</b> “I can identify and explain instructional trends, including strengths and areas of growth across the school.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Few observers can identify instructional trends across the site.</p> <p><input type="checkbox"/> <b>Developing:</b> Some observers can identify the instructional trends of their caseload, but cannot explain the overall strengths or areas of growth across the site.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most observers can identify and explain the site’s instructional trends, including schoolwide strengths and areas of growth.</p>

## Practice 2: Instructional rounds

Indicator	How do you know?	Current state
<p>2a. Observers are normed and calibrated, sharing the same vision and criteria for instructional practices.</p>	<p><b>Artifact:</b> Shared observation tool showing each observer’s ratings and suggested feedback</p> <p><b>Observer survey:</b> “Observers are normed and calibrated, sharing the same vision and criteria for instructional practices.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few observers are calibrated; they have vastly different ratings or feedback for simultaneous observations of a given teacher.</li> <li><input type="checkbox"/> <b>Developing:</b> Some observers are calibrated; they have somewhat similar ratings or feedback for simultaneous observations of a given teacher.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most observers are calibrated; they have quite similar ratings or feedback for simultaneous observations of a given teacher.</li> </ul>
<p>2b. Observers agree on next steps to improve the school’s instructional practices and the feedback that they should provide to teachers.</p>	<p><b>Artifact:</b> Debrief protocol notes capturing analysis of trends and deciding next steps</p> <p><b>Observer survey:</b> “The instructional rounds process improves our leadership’s calibration on the current state of instruction across the school.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few observers agree about the next steps to improve the school’s instructional practices and the feedback that they should provide to teachers; they have different ideas about what to prioritize.</li> <li><input type="checkbox"/> <b>Developing:</b> Some observers agree about the next steps to improve the school’s instructional practices and the feedback that they should provide to teachers; they have somewhat similar ideas about what to prioritize.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most observers agree about the next steps to improve the school’s instructional practices and the feedback that they should provide to teachers.; they have quite similar ideas about what to prioritize.</li> </ul>
<p>2c. Data, trends, and feedback collected during instructional rounds are shared with all staff members to build collective investment.</p>	<p><b>Artifact:</b> Document synthesizing the key data trends, and feedback during instructional rounds</p> <p><b>Observer survey:</b> “Data, trends, and feedback collected during instructional rounds are shared with all staff members to build collective investment.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few staff members learn the key insights gathered during the instructional rounds; the data, trends, and feedback are not shared schoolwide.</li> <li><input type="checkbox"/> <b>Developing:</b> Some staff members learn the key insights gathered during the instructional rounds, but the data, trends, and feedback are not clearly shared schoolwide.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most staff members learn the key insights gathered during the instructional rounds; the data, trends, and feedback are clearly shared schoolwide.</li> </ul>
<p>2d. All teachers’ instructional practice improves.</p>	<p><b>Observation:</b> Changes based on use of a common observation tool</p> <p><b>Observer survey:</b> “There is evidence that teachers’ instructional practice improves.”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Emerging:</b> Few teachers’ instructional practice improves over the course of multiple instructional rounds.</li> <li><input type="checkbox"/> <b>Developing:</b> Some teachers’ instructional practice improves over the course of multiple instructional rounds.</li> <li><input type="checkbox"/> <b>Deepening:</b> Most teachers’ instructional practice improves over the course of multiple instructional rounds.</li> </ul>