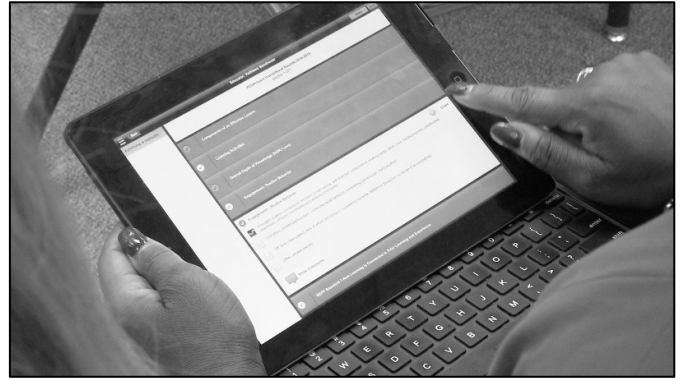


# Differentiated Evaluation Cycle – The Observation Process

*A Guidebook for Observations, Collection of Evidence, and Conferences*



## Differentiated Evaluation Cycle

In Clark County, Nevada, the evaluation cycle is a year-long process with multiple components, starting with five steps: self-assessment, goal setting and plan development, plan implementation, mid-cycle goal reviews, and summative evaluation. During the implementation of the plan, evaluators and educators participate in the observation process as well as data collection and collaborative conferencing.

## About These Segments

During the third step of the evaluation cycle, educators pursue goals identified in their educator plan and collect evidence of meeting standards and indicators to share with the evaluator. During the observation process, evaluators collect evidence from multiple sources on educator performance and progress toward goals, provide feedback for improvement, and ensure timely access to planned supports.

## Participating in the Observation and Conference Process

Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator's practice. Observations are best done frequently and should be announced as well as unannounced.

- For announced observations, the educator and evaluator use the **Pre-Observation Conference Tool** (see attachment) to discuss the upcoming observation.
- Using the **Observation Tool** (see attachment), the evaluator records evidence gathered during the announced or unannounced observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Post-Observation Conference Tool** (see attachment) to discuss the observation and identify professional learning needs.

Pre-Observation Conferences: Each announced observation is preceded by a Pre-Observation Conference, which facilitates discussion about educator needs and the type of evidence that evaluators will be looking for. It is also recommended that the educators lead these discussions and provide the evidence and rationale for the basis of their actions.

Post-Observation Conferences: Following each announced observation, the evaluator provides explicit performance feedback to the educator in a Post-Observation Conference.

## Information and Resources

Nevada Department of Education. (2014). NEPF tools & protocols. Retrieved June 11, 2015, from [http://www.doe.nv.gov/Educator\\_Develop\\_Support/NEPF/Tools\\_Protocols/](http://www.doe.nv.gov/Educator_Develop_Support/NEPF/Tools_Protocols/)

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

## TEACHER PRE-OBSERVATION CONFERENCE TOOL

Proposed Observation Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Observation Time/Duration: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade/Class/Subject to be Observed: \_\_\_\_\_

*This tool is for the teacher and evaluator to discuss an upcoming announced observation. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.*

### INSTRUCTIONAL PRACTICE STANDARDS

Questions to Guide Discussion:	Notes:
<b>Instructional Planning:</b> How have you prepared for this lesson?	
<ul style="list-style-type: none"> <li>• <b>Learning Focus:</b> In what ways will you connect new learning to prior learning and experience? How will you know students understand the relevance of what they were learning? In what ways will you allow for students to challenge/build on initial understandings?</li> <li>• <b>Knowledge of Students:</b> How will you ensure tasks have high cognitive demand for the diverse learners in your classroom? How will the lesson engage and challenge students? How will the skills/concepts from this lesson be used in future lessons?</li> <li>• <b>Instruction and Learning Practices:</b> What instructional strategies and methods will be used to engage students and ensure all students achieve lesson goals?</li> <li>• <b>Developing Independent Learners:</b> How will you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How will you ensure that students understand how they are doing and support students' self-assessment?</li> <li>• <b>Assessment of Student Learning:</b> How will you integrate assessment into instruction? What assessments will you use to check for understanding during the lesson? How will you use this data to inform your next steps?</li> </ul>	
<b>Growth and Reflection:</b> What have you been working on in your instructional practice since your last observation cycle?	
<b>Artifacts to Provide Contextual Information (if applicable)</b>	
These can include some or all of the following but are not limited to this list: lesson plan, student work, student feedback (e.g., survey, writing), teacher notes, audio/visual/print artifact, prior student work/assessment informing planned learning opportunities.	

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

## TEACHER PRE-OBSERVATION CONFERENCE TOOL

### PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
<ul style="list-style-type: none"> <li>• <b>Commitment to School Community:</b> How will you collaborate with colleagues? How will you take an active role in building a professional culture that is learning centered and focused on high expectations for all students?</li> <li>• <b>Reflection on Professional Growth and Practice:</b> How will you use feedback and data to self-reflect on your practice? How will you pursue professional learning opportunities to further your own professional growth? How will you pursue teacher leadership opportunities?</li> <li>• <b>Professional Obligations:</b> How will you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How will you ensure that school policies and regulations are adhered to?</li> <li>• <b>Family Engagement:</b> How will you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How will you value, respect, and encourage students and families to become active members of the school? How will you connect families to opportunities and services to address student needs?</li> <li>• <b>Student Perception:</b> How will you determine student perceptions about their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals?</li> </ul>	
<p><b>Growth and Reflection:</b> What have you been working on to achieve your goals for the professional responsibilities standards since your last evaluation cycle?</p>	
<b>Artifacts to Provide Contextual Information (if applicable)</b>	
<p>These can include some or all of the following (but are not limited to this list): teacher notes, meeting notes, audio/visual/print artifacts.</p>	

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

<b>TEACHER OBSERVATION TOOL</b> <b>INSTRUCTIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES STANDARDS</b>	<b>Grade/Class/Subject:</b>
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Teacher Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observation Time/Duration: \_\_\_\_\_

Observation Date: \_\_\_\_\_

*This tool is used to collect evidence throughout the observation.*

<b>Observation Evidence:</b> <i>What did the educator and students say and do?</i>	<b>Aligned Standard(s)/ Indicator(s)</b>

## Feedback to the Teacher

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# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

## TEACHER POST-OBSERVATION CONFERENCE TOOL

Teacher Name: \_\_\_\_\_

Grade/Class/Subject: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Observation Time/Duration: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Date(s) of Observation(s): \_\_\_\_\_

*This tool is for the educator and evaluator to discuss an observation that has occurred. It is intended to guide thinking and conversation, so every question may not be answered or be relevant to every observation.*

### INSTRUCTIONAL PRACTICE STANDARDS

Questions to Guide Discussion:	Notes:
<ul style="list-style-type: none"> <li>• <b>Learning Focus:</b> What were the students learning? How did you connect new learning to prior learning and experience?</li> <li>• <b>Knowledge of Students:</b> How did you ensure the tasks had high cognitive demand for the diverse learners in your classroom? How did the lesson engage and challenge students?</li> <li>• <b>Instruction and Learning Practices:</b> How did you ensure students made meaning of the new learning? What instructional strategies and methods did you use to engage students and ensure all students achieved lesson goals?</li> <li>• <b>Developing Independent Learners:</b> How did you help students engage in metacognitive activity to increase understanding and responsibility for their own learning? How did you ensure that students understand how they are doing and support students' self-assessment?</li> <li>• <b>Assessment of Student Learning:</b> How did you integrate assessment into instruction? What assessments did you use to check for understanding during the lesson? How did you use this data to inform your next steps?</li> </ul>	
<p><b>Growth and Reflection:</b> Strengths of instruction? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?</p>	
<p><b>Artifacts: To provide contextual information for the lesson (if applicable):</b> These can include some or all of the following (but are not limited to this list): lesson plan, student work, student feedback (e.g., survey, writing), teacher notes, audio/visual/print artifacts, prior student work/assessment informing planned learning opportunities.</p>	

# NEVADA EDUCATOR PERFORMANCE FRAMEWORK

## TEACHER POST-OBSERVATION CONFERENCE TOOL

### PROFESSIONAL RESPONSIBILITIES STANDARDS

Questions to Guide Discussion:	Notes:
<ul style="list-style-type: none"> <li>• <b>Commitment to School Community:</b> How did you collaborate with colleagues? How did you take an active role in building a professional culture that is learning centered and focused on high expectations for all students?</li> <li>• <b>Reflection on Professional Growth and Practice:</b> How did you use feedback and data to self-reflect on your practice? How did you pursue professional learning opportunities to further your own professional growth? How did you pursue teacher leadership opportunities?</li> <li>• <b>Professional Obligations:</b> How did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? How did you follow school policies and regulations?</li> <li>• <b>Family Engagement:</b> How did you regularly facilitate two-way communication with parents about your goals of instruction and student progress? How did you value, respect, and encourage students and families to become active members of the school? How did you connect families to opportunities and services to address student needs?</li> <li>• <b>Student Perception:</b> How will you determine student perceptions on their learning? How will I know that your students feel as if you help them learn? How will I know that your students feel as if you create a safe environment in your classroom? How will I know if your students feel as if you care about them and their goals?</li> </ul>	
<p><b>Growth and Reflection:</b> Professional responsibilities strengths? Areas for improvement? What ideas do you have for next steps in achieving your goals? What are your professional learning needs? What resources do you need to support your growth?</p>	
<p><b>Artifacts to Provide Contextual Information (if applicable):</b> These can include some or all of the following (but are not limited to this list): teacher notes, meeting notes, audio/visual/print artifacts.</p>	