Baltimore City Public Schools

Observation and Evaluation Guidelines: 2011-12

A guide to conducting observations and evaluations during the 2011-12 school year
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I. Forward

Essential to Baltimore City Public Schools’ efforts to ensure excellent teaching and learning in every classroom is a clear articulation of great teaching. In partnership with teachers, school leaders, union representatives and community partners, City Schools has developed an Instructional Framework to define standards and measures for effective teaching—and make clear how we as educators can hold ourselves to the same high standards that we expect of our students.

In 2011-12, teachers are using this framework to guide and reflect on their instruction, particularly as the district begins to roll out curriculum aligned to the Common Core State Standards. Principals are using it to provide feedback to teachers and tailor support to meet individual teacher needs.

In 2011-12, we are using City Schools’ existing Performance Based Evaluation System (PBES) for teacher evaluation. But there are two key differences in how we use it this year. Firstly, all PBES forms will be completed and submitted electronically. Secondly, the PBES evaluation process will be enhanced by use of the Instructional Framework. We as a district, in close partnership with our teachers, are developing a new performance-based evaluation system that is both representative of what is happening in our classrooms, and valid and fair. In the meantime, we are asking that principals use the Instructional Framework to provide teachers with rich feedback and clear direction for improving their practice. In the future, we plan to build on the new framework, by incorporating quantitative and qualitative components that will provide substance for evaluation.

City Schools is committed to supporting all teacher and leaders in their use of the district’s new instructional framework. Please use this guide, Observation and Evaluation Guidelines: 2011-12, to inform the observation and evaluation practices at your school. And if you have any questions, please contact the Office of Human Capital at 410.396.8885.
II. Observation and Evaluation Goals for 2011-12

Observation

- Develop school leader’s capacity to recognize high quality instruction, facilitate actionable feedback conversations, and prioritize the developmental needs of teachers through observations.

- Clearly define the elements of high quality instruction

- Develop a common understanding of effective practices for high quality instruction through classroom observations

- Provide specific, actionable feedback to teachers on their instructional practices

Evaluation

- Evaluate all teachers fairly and accurately in accordance with PBES processes and timelines.

- Support school leaders in meeting the processes and timelines of PBES

- Track completion of PBES steps using the Online Performance Management System

- Ensure school leaders consult multiple data points throughout the evaluation process

III. Defining the Purpose of Observations

High-quality classroom observations are an essential component of teacher growth. When done frequently and purposefully, they are an integral step to improving teachers’ instructional practice. Both formal and informal observations help provide evidence of teachers’ strengths, as well as areas for development.

Formal observations should be conducted for all teachers twice a year, in accordance with the processes and timelines cited in the Performance-Based Evaluation System Handbook (page 14):

Formal observations are opportunities to observe teacher performance and provide information for the preparation of the evaluation. There must be at least two formal observations of each City Schools teacher every year [COMAR 13A.07.04.02A(4)]. An unsatisfactory evaluation shall include at least one formal observation by an individual qualified to conduct the observation, other than the teacher’s immediate supervisor.
Formal observations will be conducted with the prior knowledge of the teacher. There will be a pre-observation conference and a post-observation conference. A written observation report must be prepared for each formal observation and should be discussed during the post-observation conference. The observer's notes and comments should provide helpful feedback to the teacher. The observation report must be completed and the post-observation conference must take place within ten working days after the observation. An observation report provides a place for written comments and reactions by the teacher being observed.

In general, informal observations should be brief, focused and designed to provide a “temperature check” in the teacher growth process. These types of informal visits may vary from “walk-throughs” to extended observations around an identified area of growth. Like formal observations, informal observations should serve a developmental purpose, and should be grounded in the feedback and coaching process, as stated in the Performance-Based Evaluation System Handbook (page 16):

Informal observations provide an opportunity to observe activities and instruction. The purpose of informal observations is to provide the qualified observer with current, ongoing information about the teacher's and the students' performance. Informal observations give the qualified observer important information about the implementation of the curriculum, delivery of instruction, and student performance. These observations can also provide guidance for the design of a teacher's professional development and feedback regarding the teacher's effectiveness. Informal observations do not require written reports or follow-up conferences. The observer, however, should provide the teacher with feedback.

A balance of both formal and informal observations should be used to provide ongoing, critical feedback to teachers about their practice.

IV. Observation Expectations in 2011-12

While PBES requires two formal observations per year for each teacher, informal observations should occur on a much more frequent basis for all teachers. Principal Executive Directors will work with their assigned principals to help set school-specific targets for how many informal observations teachers should receive. It is important that there be a balance between the number and the type of observations teachers receive.
V. Defining the Observation Process

Classroom observations, both formal and informal, should be grounded in teacher development and feedback. The three essential steps for classroom observations outlined below will help ensure that teachers receive specific, actionable feedback grounded in evidence. While the depth of each step may differ depending on the type of observation, the basic process remains consistent: 1) lesson observation; 2) analysis of lesson through coding, evidence analysis and rating; and 3) feedback through planned coaching conversations.

STEP 1: Lesson Observation

Purpose:
In this step of the observation process, the observer collects evidence by taking notes on what is demonstrated, said or done by teachers in relation to the instructional core.

Guidance/Best Practice:
- Collected evidence should be non-judgmental and specific, and define what was demonstrated, said or done.
- Observation notes should focus on:
  - what **teachers** are doing and saying,
  - what **students** are doing and saying,
  - the **task** students are completing
- Provide a balance between scripted quotations and summative evidence statements

Supporting Tools: (optional)
- **OBSERVATION: Notes Collection and Coding Form**: Optional tool to collect evidence during the observation process.
STEP 2:  
**Purpose:**
This step of the process focuses on organizing and analyzing evidence around the Domains (Plan, Teach, Adjust) and the Key Actions in the Instructional Framework.

**Guidance/Best Practice:**
- Analyzing evidence should start with coding. Coding is the process of identifying the Key Action(s) demonstrated by each piece of evidence.
- For each Key Action, observers should examine the Instructional Framework’s Domains and the totality of evidence collected for that Key Action. Grounding their judgment in the Instructional Framework and evidence, observers then identify the level of the framework that best reflects a teacher’s practice for each Key Action.
- In order to check ratings, and as a best practice to prepare feedback for teachers, observers should refine their rationale for each rating. This entails identifying the strongest pieces of evidence for each rating.

**Supporting Tools:** (optional)
- **OBSERVATION: Evidence Collection and Rating Form:** Optional tool to support the analysis of observed evidence on the focus Key Actions (P1, P1, T3, T4, T5, T6, and RA 2). Evidence collection on the additional TEACH Key Actions (T1, T2, T7, T8, T9) is optional.

STEP 3:  
**Purpose:**
Specific and actionable feedback is essential to developing teachers. In this step, observers plan the content of the written and/or verbal feedback they will provide to teachers.

**Guidance/Best Practice:**
- Feedback should highlight teachers’ successes, while also providing a focus for development and improvement. All feedback should be specific, and grounded in evidence and the Instructional Framework.
- The Feedback Planning Tool provides guidance on how to select and frame feedback for teachers. The tool walks observers through the following process:
  - Develop targeted, open-ended Questions to focus feedback conversations
  - Explicitly identify 2-3 Strengths observed
  - Identify an Area for Improvement that will have the greatest impact on student learning and a teacher’s development
  - Develop a few achievable, specific Next Steps

**Supporting Tools:** (optional)
- **Feedback Planning Tool**
  Optional tool for planning the feedback conversation prior to discussing feedback with a teacher.
VI. Connecting Observation to Evaluation

With a strong teacher evaluation system, everyone wins. Done thoughtfully and thoroughly, it is a barometer for how well a school district is educating its students. All teachers, regardless of tenure, benefit from feedback that helps them continue to improve their practice. School leaders use teacher evaluations to support their teachers and develop highly effective instructional programs. But most importantly, a strong teacher evaluation system reveals which instructional practices serve students well, and which do not—and provide a blueprint for what a district must do to ensure its students' success. Teacher evaluations ground districts in the work they do—they reinforce that students are at the center, and that what happens in the classroom is the most critical work of all.

The Performance-Based Evaluation System Handbook states that both formal and informal observations should help inform the teacher evaluation process. The steps outlined in the observation process help ensure that teacher observations are meaningful, grounded in evidence and can be used as one of multiple measures for evaluating teacher performance.

This year, and in the coming school years, City Schools must prepare for the fundamental changes to teacher evaluation outlined in the Education Reform Act of 2010. City Schools’ Instructional Framework will help support this transition by creating a common language for what constitutes excellent teaching for students. The seven Focus Key Actions of the Instructional Framework connect to the Planning/Preparation and Instructional Domains of PBES.
OBSERVATION AND EVALUATION GUIDELINES: 2011-12

<table>
<thead>
<tr>
<th>PBES DOMAINS</th>
<th>Domain One: Planning &amp; Preparation</th>
<th>Domain Two: Learning Environment</th>
<th>Domain Three: Instruction</th>
<th>Domain Four: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain One:</strong> Planning and Preparation</td>
<td>The domain, Planning and Preparation, includes indicators that provide for the evaluation of the teacher in planning procedures for improving student performance that reflect knowledge of content and pedagogy.</td>
<td>The domain, The Learning Environment, includes indicators that provide for the evaluation of the teacher in the establishment and maintenance of orderly and effective learning cultures that promote student achievement.</td>
<td>The domain, Instruction, includes indicators that provide for the evaluation of the teacher in the development of effective learning activities and quality teacher-student interactions in the classroom that result in increased student achievement.</td>
<td>The domain, Professional Responsibilities, includes indicators that provide for the evaluation of the teacher’s participation in meaningful school improvement and professional growth that promote increased student achievement.</td>
</tr>
</tbody>
</table>

**FOCUS KEY ACTIONS SY 11/12**

- **P1:** Know your students
- **P4:** Design daily lessons to meet learners’ unique needs
- **RA 2:** Modify instruction in response to data
- **T3:** Use strategies and tasks that engage all students in rigorous work
- **T4:** Use questioning to bring students to higher order thinking
- **T5:** Check for understanding and respond to misunderstanding
- **T6:** Facilitate student-to-student interaction and academic talk
VII. Performance-Based Evaluation System General Review

*Note: Please refer to the Performance-Based Evaluation System Handbook (revised in 2003) for the full guidance pertaining to the implementation of PBES. The section below highlights key aspects of PBES on which school leaders have requested additional clarity.

The performance-based evaluation system is for all teacher level employees covered by the Memorandum of Understanding between the Baltimore Teachers’ Union and the Baltimore City Board of School Commissioners. The effective performance of all teacher-level staff members is the foundation for achieving the goal of increased student achievement.¹

VIII. Adhering to the PBES Timeline

The timeline for the steps of PBES in 2011-12 is below:

<table>
<thead>
<tr>
<th>PBES Process</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Planning Conference</td>
<td>• By October 17</td>
</tr>
<tr>
<td>1st Formal Observation</td>
<td>• By December 1</td>
</tr>
<tr>
<td>Performance Review</td>
<td>• By January 16</td>
</tr>
<tr>
<td>2nd Formal Observation</td>
<td>• By April 2</td>
</tr>
</tbody>
</table>
| Annual Evaluation             | • For teachers receiving Satisfactory and Proficient ratings, by one week before the teacher’s last day of work  
                                • For teachers receiving an unsatisfactory rating, by May 1 |

On page 10 of the Performance-Based Evaluation System Handbook it states that “If any due date falls on a non-work day, the due date is the next work day.” The above reflect this policy.

For questions about the timeline, please call the Office of Human Capital at 410-396-8885. Also, please see the Performance-Based Evaluation System Handbook (page 10) for information.

IX. Qualified Observers for Formal Observations and Evaluations

School leaders are responsible for the implementation of each step of the PBES process and they are encouraged to involve other qualified observers in completing the steps of the PBES cycle.

The Performance-Based Evaluation System Handbook notes, “Qualified observers are principals, assistant principals, and department heads in the schools and directors, coordinators, and other

¹ Performance-Based Evaluation System Handbook, page 2
instructional support staff in area and central offices.”

In accordance with state law, qualified observers must hold either the Administrator I or Administrator II license, granted by the Maryland State Board of Education. BTU-level members cannot serve as qualified observers.

Also, the *Performance-Based Evaluation System Handbook* explicitly denotes the first and second formal observations, which are the minimum observations necessary in accordance with City Schools’ understanding of necessary supports for teacher growth and Maryland state law. School leaders may also complete additional observations if they are necessary to support a teacher’s growth and development. There is no limit on the number of informal or formal observations a teacher can receive in a given school year.

The same qualified observer cannot complete both observations to support an unsatisfactory evaluation. In the event that a teacher receives an unsatisfactory rating on the Performance Review (i.e. Mid-Year Review), it is advised that the school leader secure a different qualified observer to complete the teacher’s second formal observation.

If the same qualified observer conducts both the first and second formal observations and the teacher is trending towards an unsatisfactory rating, the school leader must schedule a third formal observation for the teacher, with a different qualified observer for the observation.

School leaders are advised to consult the appropriate Executive Director and Facilitator to secure another qualified observer to assist with observations in the event that the school only has one full-time qualified observer. School leaders are also advised to consult other school leaders to initiate collaborative observation schedules.

**Mentor Evaluations**

Principals are to complete evaluations for mentors and will receive input from the appropriate staff in the Office of the Chief Academic Officer managing Professional Development.

**X. Refusal to Acknowledge**

If an employee refuses to complete any step of the PBES process, the school leader must document this refusal and secure a witness to affirm the employee’s refusal. It is advised that the witness be a non-BTU member.

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2 *Performance-Based Evaluation System Handbook*, page 6
XI. Using the Online Performance Management System

The Online Performance Management System (OPMS) will facilitate the employee evaluation process that will allow principals, mentors, other district evaluators and even teacher themselves to participate in the evaluation process.

Online Performance Management System - Implementation Timeline

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Track and Report on all performance evaluations for BTU classroom teachers</td>
<td>o Input forms for Clinical Service Providers, IEP Instructional Associates, Guidance Counselors, Full-time Mentors</td>
</tr>
<tr>
<td>o Document and maintain evidence from formal observations</td>
<td>o Advanced Reporting, both Dashboard and Query Reports available through Oracle tools. Completion Reports available for both Cycle 1 and Cycle 2</td>
</tr>
<tr>
<td>o Evaluate performance against 4 PBES Domains</td>
<td>o Evaluate performance against 4 PBES Domains and collect evidence on the 7 focus Key Actions of the Instructional Framework</td>
</tr>
<tr>
<td>o Electronic sharing of evaluation documents</td>
<td>o Scheduler tool in PBES linked to Outlook calendar</td>
</tr>
<tr>
<td>o Electronic acknowledgement of evaluation</td>
<td>o Tracking of Individual Development Plans through text fields (2011-12)</td>
</tr>
<tr>
<td>o Dashboard and Query reports posted to the Principals’ Dashboard and EIS reporting tool</td>
<td>o Addition of Leadership Evaluations</td>
</tr>
</tbody>
</table>

i) Expectations for OPMS Use
Employees will be creating observations and evaluations within the Online Performance Management System throughout the year. This will build a history that may be used for reference, identifying training needs and the need for support. The data captured by this electronic system can be gathered in reports and Dashboards which will also display an employee’s progress. School Leaders will be able to view usage reports through the Principal’s Dashboard. The reports will be placed in the Human Capital tab, under a new section labeled Performance Management.
ii) Accessing the Online Performance Management System
The Online Performance Management System is accessed through Employee Self Service. Employees can find Employee Self Service under the Employees tab on the homepages of the district website and City Schools Inside, the district’s employee website. From Employee Self Service, choose the Employee Performance Management link. While this link is available to all employees, only BTU teachers and principals currently have a role in this online evaluation process. All others will see a message that reads “applicable for BTU employees only.”

iii) Training Support
Training for the Online Performance Management System can be accessed through TSS. No credentials are needed to view the documentation. The training introduces the Observation and Evaluation processes from the perspective of both classroom teachers and principals, and it is recommended that everybody watch the different trainings to get a full overview of how OPMS works. The Online Performance Management system is designed to allow the back-and-forth exchange of documentation between teachers and principals.

The training includes single-page quick reference guides for each task along the PBES cycle. These can be printed and used to build a self-guided manual. There are also narrated videos that walk participants through each screen, each form and “click-path.” Click here for both trainings.
APPENDIX

- OBSERVATION: Notes Collection and Coding Form
- OBSERVATION: Evidence Collection and Rating Form
- Feedback Planning Tool
- *Performance-Based Evaluation System Handbook*
- *Instructional Framework Resources*

* Word versions of the observation and evaluation tools can be found at City Schools Inside.
  
  http://www.bcps.org/bbcswebdav/xid-1872036_2
# OBSERVATION: Notes Collection and Coding Form

<table>
<thead>
<tr>
<th>Criteria for Evidence:</th>
<th>✓ Non-judgmental</th>
<th>✓ Specific</th>
<th>✓ Defines what was said/seen/done</th>
</tr>
</thead>
</table>

**Notes:**

**Coding:**
OBSERVATION: Evidence Collection and Rating Form

Focus Key Actions

<table>
<thead>
<tr>
<th>Key Action</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN 1: Know your students</strong></td>
<td>• A variety of sources are used to obtain student performance levels and those sources inform planning&lt;br&gt;• Teachers use student interests, backgrounds and learning needs to inform planning</td>
<td>Consult Instructional Rubric&lt;br&gt;4 3 2 1</td>
</tr>
<tr>
<td><strong>PLAN 4: Design daily lessons to meet learners’ unique needs</strong></td>
<td>• Lesson objectives are standards-based&lt;br&gt;• Instructional activities have a purpose relative to objectives&lt;br&gt;• Lessons are scaffolded&lt;br&gt;• Checks for understanding occur throughout the lesson&lt;br&gt;• Formative assessments are designed to determine objective mastery and identify concepts to be re-taught</td>
<td>Consult Instructional Rubric&lt;br&gt;4 3 2 1</td>
</tr>
<tr>
<td><strong>TEACH 3: Use strategies and tasks that engage all students in rigorous work</strong></td>
<td>• Strategies are aligned to lesson objectives to provide purpose and intentionality&lt;br&gt;• Strategies are differentiated and scaffolded&lt;br&gt;• Strategies result in deeper understanding of content&lt;br&gt;• Strategies provide accessibility to content</td>
<td>Consult Instructional Rubric&lt;br&gt;4 3 2 1</td>
</tr>
</tbody>
</table>
**OBSERVATION: Evidence Collection and Rating Form**

<table>
<thead>
<tr>
<th>Key Action:</th>
<th>Evidence:</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACH 4: Use questioning to bring students to higher-order thinking</strong></td>
<td>• The teacher poses clear questions that lead students from their current thinking to a higher level&lt;br&gt; • Wait time is provided for students to think before answering&lt;br&gt; • Questions are posed equitably to students&lt;br&gt; • Helpful, positive suggestions are provided to students when they get stuck answering questions&lt;br&gt; • Correct and/or appropriate responses are encouraged</td>
<td>Consult Instructional Rubric&lt;br&gt; 4 3 2 1</td>
</tr>
<tr>
<td><strong>TEACH 5: Check for understanding and respond to misunderstandings</strong></td>
<td>• Checks for understanding are frequent, appropriate and effective&lt;br&gt; • Checks for understanding do not interrupt flow of the lesson&lt;br&gt; • Student misunderstandings are anticipated and addressed</td>
<td>Consult Instructional Rubric&lt;br&gt; 4 3 2 1</td>
</tr>
<tr>
<td><strong>TEACH 6: Facilitate student-to-student interaction and academic talk</strong></td>
<td>• Students have opportunities to interact with each other in a structured, strategic and flexible manner&lt;br&gt; • Students are using academic vocabulary and standard grammatical structures</td>
<td>Consult Instructional Rubric&lt;br&gt; 4 3 2 1</td>
</tr>
</tbody>
</table>
# OBSERVATION: Evidence Collection and Rating Form

<table>
<thead>
<tr>
<th>Key Action: REFLECT &amp; ADJUST 2: Modify instruction in response to data</th>
<th>Evidence:</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily instruction and long-term plans are modified as a direct result of data</td>
<td></td>
<td>Consult Instructional Rubric</td>
</tr>
<tr>
<td>• Re-teaching meets group and individual needs</td>
<td></td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>• Skills and concepts are spiraled as necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intervention is targeted and strategically designed based on data results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Additional Key Actions in the TEACH Domain (Optional)

<table>
<thead>
<tr>
<th>Key Action: TEACH 1: Engage students in standards-based lesson objectives</th>
<th>Evidence:</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson objectives are communicated to students and connected to standards</td>
<td></td>
<td>Consult Instructional Rubric</td>
</tr>
<tr>
<td>• Mastery is explained to students</td>
<td></td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>• Students can explain how the lesson objective relates to broader content they are learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher provides multiple opportunities for students to engage in objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Action: TEACH 2: Communicate content clearly</th>
<th>Evidence:</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content is accurate</td>
<td></td>
<td>Consult Instructional Rubric</td>
</tr>
<tr>
<td>• Key points are emphasized</td>
<td></td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>• Connections are made between content areas, students experiences, interests, and future skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content is differentiated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Instructions are clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Action</td>
<td>Evidence</td>
<td>Rating</td>
</tr>
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<td>------------</td>
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<td>--------</td>
</tr>
<tr>
<td><strong>TEACH 7: Implement routines to maximize instructional time</strong></td>
<td>Routines and transitions are well managed and smooth resulting in little/no loss of instructional time</td>
<td>Consult Instructional Rubric</td>
</tr>
<tr>
<td><strong>TEACH 8: Build a positive, learning-focused classroom culture</strong></td>
<td>Teacher-student and student-student interactions are positive and respectful Students are invested in their work and value academic success Students feel safe to take risks and new challenges Teacher has high expectations for students Students take ownership and are active participants in class work</td>
<td>Consult Instructional Rubric</td>
</tr>
<tr>
<td><strong>TEACH 9: Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior</strong></td>
<td>Behavioral expectations are clear to students Positive behavior is reinforced Off-task behavior is redirected Challenging behavior is de-escalated Students are held accountable to high behavioral expectations</td>
<td>Consult Instructional Rubric</td>
</tr>
</tbody>
</table>
**Feedback Planning Tool**

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a few targeted questions to bring focus to your conversation with the teacher. Questions should be open-ended and push teachers to reflect on a specific area of practice.</td>
<td>Identify 2 or 3 strengths that highlight the teacher’s progress and accomplishments. Through referring to evidence, be explicit about what the teacher is doing successfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA(S) FOR IMPROVEMENT</th>
<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify an area of the teacher’s practice that, if improved, will have the greatest impact on student learning and the teacher’s development. Consider the teacher’s capacity and what additional supports they may need to change their practice.</td>
<td>Develop a few achievable, specific actions the teacher will take in order to improve their practice in the prioritized area. Next steps should be clear, manageable and measurable.</td>
</tr>
</tbody>
</table>