TEACHER DEVELOPMENT & EVALUATION COMMITTEE
A NEW MODEL FOR TEACHER OBSERVATION

REQUIREMENTS FOR MINI-OBSERVATIONS

1. Mini-observation times should generally range from 5 – 15 minutes, depending upon the focus of the observation. Over time observations should average 10 minutes. However, there may be specific instances when an administrator may extend an observation beyond 15 minutes.

2. Administrators should record their notes from the observation by the end of the day the observation is made. The notes are informal, intended to help an administrator recall the observation.

3. Face-to-face feedback from an observation visit should be provided to the teacher preferably within one school day of the visit, but generally no later than three school days, and preferably in the teacher’s classroom (recognizing this may not be possible in our high schools).

4. A written summary of the conversation shall be provided electronically in a form both the teacher and administrator can access, with the summary to include overall impressions, suggestions for improvement, and commendations. The teacher may provide a written response to the summary.

5. Continuing contract teachers will be evaluated every three years, and non-continuing contract teachers will be evaluated every year.

6. Observations may be conducted by one observer or multiple observers.

FREQUENCY OF OBSERVATIONS

FOR TENURED TEACHERS:

Each year administrators will conduct no fewer than six (6) mini-observations of a teacher including following up with face-to-face dialogue and feedback. While all mini-observations must be documented, only the first four (4) will require a written summary of the conversation. However, an administrator may provide additional written summaries of observations at his/her discretion.

- Elementary teachers should be observed three times by the end of January, and three times by the end of June.
- Middle school teachers should be observed twice each trimester.
- High school teachers should be observed three times each semester.
- A classroom observation may be replaced by a conference in an identified area of need or focus for improvement, at the request of either the teacher or supervisor. Up to two (2) mini-observations may be replaced by conferences.
- In the year the evaluation is being conducted, four of the six observations should be completed by the time of the evaluation conference.

FOR NON-TENURED TEACHERS AND CONTINUING SUBSTITUTES:

Administrators will conduct one formal observation and no fewer than four (4) mini-observations of a teacher in a school year. All observations shall include a written summary of the conversation.
• Elementary and high school teachers should receive mini-observations two times by the end of the first semester, and two times by the end of April.

• Middle school teachers should receive one mini-observation once each trimester, with a fourth observation scheduled during the school year and all four (4) mini-observations complete by the end of April.

• Administrators will additionally conduct one formal observation (to include a pre-observation conference, post-observation conference, and a written observation report) by March 15th.

At the discretion of the principal, in the two-year period prior to gaining tenure the principal may elect to conduct two additional mini-observations in each year in lieu of the formal observation process.

Notes:

1. There is an expectation, given the complexity of the teaching effectiveness rubric that administrators and teachers will agree on a limited number of focus areas for observing and improving instruction at any point in time.

2. The District will maintain an ongoing professional development process to train observers in evidence-based observation based on the vision for effective instruction set forth in the District’s Effective Teaching Rubric.

3. Peer observers are not currently utilized within the observation model in an evaluative context. However, peer observations are a valuable source of feedback for professional growth and development, and are encouraged within this model.

4. Over time, if verbal feedback and a brief written summary are deemed inadequate in documenting observations leading to a consistent evaluation outcome, the Teacher Development and Evaluation Committee may give consideration to numerical ratings following mini-observations.

5. As principals and teachers become more proficient in the observation process, the Committee will re-evaluate the option of extending the number of mini-observations to eight (8) per year.

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