



Assistant Principal *Ex*celeration

Four Patterns of Teacher Observation

Value

1. Establish common understanding and expectations for teachers and administrators
2. Add predictability to observation processes
3. Shift mindset of teachers and admin to be more collaborative
- 4.

	Evaluative	Formative	Performative	Normative
Purpose	Contract decisions	Improve performance of a specific individual teacher	Improve instructional leadership	Assess implementation of a specific practice to inform professional development
Focus	State performance standards	A specific area in need of growth	Varies	A specific practice
Documentation	Based on the state forms	Specific to area	Little to none (informal)	Customized to the practice
Data collected	Observed/not observed and notes	Yes/no, tally, scripting, video	Little to none	Customized to the practice
Customization	Little or none	High	Variety of set formats	High
Data sharing	Post-conference and written	Post-conference and written	With teachers – informal and positive only With leadership – generalized observations of areas of strength/concern	Collective (not individual) data shared with ILT and teachers
Next steps	Formal reporting to applicable agency	Based on coaching cycle	Leadership team discussions	Use data to plan PD. May follow up with individual teachers
Teacher development	None	Individual skill specific	Reinforce positive practices	Group focus
Why the word?	Evaluation is what this is all about	From formative assessment	Watching teachers perform for leaders' benefit	Reinforcing practices that are expected to be the norm