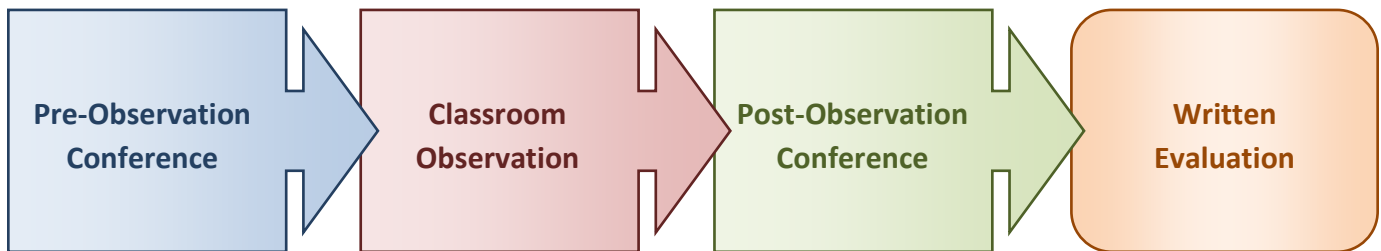


## Roles and Responsibilities for Formal Observations

### The Four Phases of the Formal Observation Process

When we ask teachers and administrators to describe their roles during the evaluation process, the answer we get is typically a simple one: “Teachers teach and administrators evaluate.” The reality, of course, isn’t quite that simple. Teachers and administrators have detailed and specific roles to play throughout the formal observation process—and without an awareness of these roles, the process can’t work as effectively as it should. The purpose of this piece is to define these roles so that teachers and administrators are clear about what’s expected of them at all stages of the process.

The four phases of the formal observation process are shown below, and the roles and responsibilities that are associated with each phase are sketched out on the following pages. By clarifying these roles and responsibilities, and by encouraging communication and collaboration between teachers and administrators, we can transform evaluation from something that’s done *to* teachers into something that’s done *with* teachers’ help—and *for* teachers’ benefit.



**Roles and Responsibilities for Formal Observations**

**Pre-Observation Conference Roles and Responsibilities**

for the TEACHER	for the ADMINISTRATOR
<input type="checkbox"/> Mentally rehearse and orally describe the upcoming lesson/unit sequence: <ul style="list-style-type: none"> <li>• learning goals</li> <li>• instructional episodes</li> <li>• how learning will be assessed</li> <li>• activities/instructional strategies to be used</li> </ul>	<input type="checkbox"/> Understand the teacher’s goals and the design for the lesson/unit. Use probing and clarification questions to ensure that learning goals, assessments, and activities are clearly articulated and aligned with one another.
<input type="checkbox"/> Identify the part of the lesson/unit sequence that the administrator will observe.	<input type="checkbox"/> Note the part of the lesson/unit sequence that you’ll be observing. Decide which observation form(s) you’ll use to collect evidence.
<input type="checkbox"/> Predict how the lesson will go. Share any concerns, challenges, or problems that you might have related to the content, specific students, or the class as a whole.	<input type="checkbox"/> Encourage the teacher to use prior knowledge and experiences to address specific challenges. (“Can you think of a time when more students completed their homework? Why might that have been? What can you learn from that experience?”) Address any remaining concerns by problem solving as a team.
<input type="checkbox"/> Tell the observer what you’d like him/her to focus on (e.g., how many students are actively participating). Think about the kind of data that would help you evaluate the success of your lesson.	<input type="checkbox"/> Help the teacher decide what he/she wants you to look for during the lesson and what kinds of data would be most useful to collect.
<input type="checkbox"/> Think of your lesson as a learning opportunity, not as a performance to be judged.	<input type="checkbox"/> Reinforce the ultimate purpose of the observation process— to initiate a focused, collaborative, and productive dialogue about how to improve teaching and learning.

**Classroom Observation Roles and Responsibilities**

for the TEACHER	for the ADMINISTRATOR
<input type="checkbox"/> Teach the lesson to the class. Pay attention to decisions that you make while teaching and the thinking processes behind those decisions.	<input type="checkbox"/> Before the observation begins, review the essential questions, teaching behaviors, and student behaviors for whatever instructional episode(s) you’ll be observing <i>and</i> for the Four Cornerstones.
<input type="checkbox"/> Pay attention to student learning and engagement: <ul style="list-style-type: none"> <li>• Are all students learning? Or just some?</li> <li>• Are all students engaged? Or just some?</li> </ul> Look for evidence to support your conclusions. Think: What adjustments can I make?	<input type="checkbox"/> Observe (don’t judge!) teacher performance. Look for evidence that relevant indicators are being addressed. Examine the effect of the teacher’s behaviors on student learning, engagement, and achievement.
<input type="checkbox"/> Reflect on the lesson as a whole. Think about its structure, the decisions you made while teaching, students’ level of engagement and achievement, etc.	<input type="checkbox"/> Indicate whether individual indicators/behaviors are evident, not evident, or a “missed opportunity.” Remember that a good lesson <i>doesn’t</i> require all indicators to be evident!

**Roles and Responsibilities for Formal Observations**

**Post-Observation Conference Roles and Responsibilities**

for the TEACHER	for the ADMINISTRATOR
<input type="checkbox"/> Review the lesson. How did your instructional design, delivery, and decision-making process affect student learning and engagement?	<input type="checkbox"/> Use probing questions and paraphrasing (“What I think you just said is...”) to help the teacher clarify his/her perceptions about the lesson (“How many open-ended questions do you think you asked?) and draw conclusions about the lesson’s effectiveness and impact on student learning.
<input type="checkbox"/> Share your personal thoughts and feelings about the lesson. Use classroom artifacts/data (e.g., samples of student work, test scores, student feedback forms) to support your positions.	<input type="checkbox"/> Share your feedback. Praise behaviors that you want to reinforce and pose questions that encourage deeper reflection. Remember to be specific and support your feedback with evidence.
<input type="checkbox"/> Reflect on the feedback that you receive. Think about how you might use it to improve future instruction.	<input type="checkbox"/> Work with the teacher to identify “next steps” and goals for improvement.
<input type="checkbox"/> Reflect on the observation process itself (your performance as well as the administrator’s). Could the process be tweaked to better promote professional growth and development? How?	<input type="checkbox"/> Elicit feedback on the observation process. Discuss ways that the process could be refined to make it more effective and beneficial for everyone.

**Written Evaluation Roles and Responsibilities**

for the TEACHER	for the ADMINISTRATOR
<input type="checkbox"/> Keep an open mind.	<input type="checkbox"/> Review everything you’ve learned from the previous phases of the observation process (the pre- and post-observation conferences and the observation itself) before using the summative rubric to evaluate the teacher’s performance in all relevant dimensions.
<input type="checkbox"/> Focus on what you have learned about your practice as a result of this process.	<input type="checkbox"/> Complete your written evaluation. Confirm that it’s based on evidence, not personal judgments.
<input type="checkbox"/> Ask yourself: What steps can I take to promote <i>my own</i> professional growth and <i>my students’</i> achievement?	<input type="checkbox"/> Use the Four Ps to help the teacher grow and improve. Specifically, <ul style="list-style-type: none"> <li>• Provide evidence to support your observations.</li> <li>• Praise behaviors that advanced student learning.</li> <li>• Pose questions that foster reflection.</li> <li>• Propose specific steps for improvement.</li> </ul>