



a division of Learning Sciences International

✦ ADVANCING PROFESSIONAL GROWTH

A. Conduct an Observation

1. Hover over **Observations**.
2. Click **Conduct**.
3. **Locate** the learner's name in the list.
4. *Optional:* You may reorder or search to find the name in the list.
5. Click the **Forms** button.
6. Select a **Form** from the drop down menu.
7. *Optional:* Set a default form by clicking Select Default Form and choosing a form from the drop down menu.
8. *Optional:* Once the default is set, skip steps 5-6 by clicking Begin.
9. The **Table of Contents** appears.
10. *Optional:* Change the learner's location using the drop down menu. If the learner is in only one building, the observer does not need to make a selection.
11. *Optional:* Choose the type of observation, whether or not the observation counts towards evaluation, or update the start date of the observation. Note: options will vary by organization and/or form.
12. Click a look-for in the list to begin collecting data.
13. Add data to the form by typing comments, adding information, etc.
14. *Optional:* Add more look-fors by repeating steps 12-13 by either clicking Back to Table of Contents or opening the Form Map.
15. *Optional:* Click Cancel to exit the observation without saving.
16. *Optional:* Click Save and Close to save a draft of the form then return to the Conduct list view.
17. *Optional:* Click Save Draft to save the observation and edit at another time.
18. *Optional:* Send a notification email to the learner.
19. *Optional:* Type an additional message.
20. Click **Finish** to end the observation. Confirm the observation details in the dialog box that appears. Completed observations are not editable.

B. Conduct an Observation Using Offline Functionality

1. Start an observation (See **Conduct an Observation** above.)
2. When the table of contents displays you are safe to **disconnect** from the internet.
3. Conduct the observation as usual.
4. The Save and Close and Finish buttons will be *disabled*.
 - a. When offline, *only* Cancel and Save Draft are available.
 - b. Save Draft will be as usual.
5. **Reconnect** to the internet.
6. The system will 'sync' offline observation data.
7. Click **Save and Close OR Finish**.

C. Conduct a Peer Observation

See **Conduct an Observation**.

D. Self-Observation

1. Hover over **Observations**.
2. Click **Conduct**.
3. **Locate** your name in the list.
4. *Optional:* You may reorder or search to find your name in the list.
5. Click the **Forms** button.
6. Select a **Form** from the drop down menu.
7. *Optional:* Set a default form by clicking Select Default Form and choosing a form from the drop down menu.
8. *Optional:* Once the default is set, skip steps 5-6 by clicking Begin.
9. The **Table of Contents** appears.
10. Click a look-for in the list to begin collecting data.
11. *Optional:* Change your location using the drop down menu. If you are in only one building, you do not need to make a selection.
12. Add data to the form by typing comments, adding information, etc.
13. *Optional:* Add more look-fors by repeating steps 10-11 by either clicking Back to Table of Contents or opening the Form Map.
14. *Optional:* Click Cancel to exit the observation without saving.
15. *Optional:* Click Save and Close to save a draft of the form then return to the Conduct list view.
16. *Optional:* Click Save Draft to save the observation to edit at another time.
17. Click **Finish** to end the observation. Completed self-observations are not editable.

E. Self-Assessment

See **Self-Observation**.

F. Continue a Saved Draft Observation

1. Hover over **Observations**.
2. Click **Saved Drafts**.
3. **Locate** the Saved Draft observation in the list.
4. *Optional:* You may reorder or search to find the Saved Draft in the list.
5. Click the **Continue** button.

G. Delete a Saved Draft

1. Hover over **Observations**.
2. Click **Saved Drafts**.
3. **Locate** the Saved Draft observation in the list.
4. *Optional:* You may reorder or search to find your completed observation in the list.
5. Click the **Delete** button. Deleting a draft cannot be undone.
6. Click **Yes** in the popup to confirm the deletion.

Completed Observation Type

Self
Peer

Viewing Permissions

Private to the Learner
Private to the Learner and Observer

Standard Observation

Learner, Observer, Administrator

Note: Results of Self Observations remain confidential to the learner until the Share option is utilized. At that point, the user that the observation is shared with, has read-only access to the observation. Results of Peer Observation remain confidential between the peer observer and peer learner until the Share option is utilized. At that point, the user that the observation is share with, has read-only access to the observation.

H. Completed Observations

1. Hover over **Observations**.
2. Click **View Completed**.
3. **Locate** the Completed Observation in the list.
4. *Optional:* You may reorder or search to find the Completed Observation in the list.
5. Click the **View** button.
6. *Optional:* Click Print.
7. *Optional:* Click Show Entire Form to view all look-fors.
8. Click **Back to Completed Observations** to exit.

I. View Feedback

See **View Completed Observation**.

J. Form Preview

1. Hover over **Observations**.
2. Click **Preview Forms**.
3. **Locate** the form in the list.
4. *Optional:* You may reorder or search to find the form in the list.
5. Click the **Preview** button.
6. *Optional:* Click **Print**.
7. Click **Back to Forms** to exit.

K. Viewing Users that are Assigned to a Form

Note: Only Administrators have privileges to view users that are assigned to a form.

1. Hover over **Observations**.
2. Click **Preview Forms**.
3. **Locate** the form in the list.
4. *Optional:* You may reorder or search to find the form in the list.
5. Click the **Assign to Users** button.
6. The list of assigned users displays.

L. Assigning a Form to a User

Note: Only Administrators have privileges to assign forms to users.

1. Hover over **Observations**.
2. Click **Preview Forms**.
3. **Locate** the form in the list.
4. *Optional:* You may reorder or search to find the form in the list.
5. Click the **Assign to Users** button.
6. **Locate** the user's name in the list.
7. *Optional:* You may search to find the user(s) in the list.
8. *Optional:* You may click Select link next to an organization or building name to assign the form to all users in that organization or building.
9. Click the **Select** link.
10. Click **Save**.

M. Un-assign a Form from a User

Note: Only Administrators have privileges to remove forms from users.

1. Hover over **Observations**.
2. Click **Preview Forms**.
3. **Locate** the form in the list.
4. *Optional:* You may reorder or search to find the form in the list.
5. Click the **Assign Users** button.
6. **Locate** the user's name in the list.
7. *Optional:* You may reorder or search to find the user(s) in the list.
8. *Optional:* You may click the Remove link next to an organization or building name to remove the form from all users in that organization or building.
9. Click the **Remove** link.
10. Click **Save**.

N. Share a Saved Draft Observation

Note: Sharing is an optional feature in iObservation.

1. Hover over **Observations**.
2. Click **Saved Drafts**.
3. **Locate** the Saved Draft in the list.
4. *Optional:* You may reorder or search to find the Saved Draft in the list.
5. Click **Share**.
6. Click **Add** to select one or more users from the list.
7. *Optional:* You may search or page to find the user in the list.
8. Click **Save**.

O. Remove Sharing from a Saved Draft

1. Hover over **Observations**.
2. Click **Saved Drafts**.
3. **Locate** the Saved Draft in the list.
4. *Optional:* You may reorder or search to find the Notebook in the list.
5. Click **Share**.
6. Click **Remove** to eliminate one or more users from the shared users list.
7. Click **Save**.

P. View a Shared Saved Draft

Note: Shared Saved Drafts will have a **Shared** indicator in the list view.

1. Hover over **Observations**.
2. Click **Saved Drafts**.
3. **Locate** the Saved Draft in the list.
4. *Optional:* You may reorder or search to find the Saved Draft in the list.
5. Click **View**.

Q. Share a Completed Observation

See **Share a Saved Draft Observation**, use the Observations>Completed list view

R. Removed Sharing from a Completed Observation

See **Remove Sharing from a Saved Draft**, use the Observations>Completed list view

S. View a Shared Completed Observation

See **View a Share Saved Draft**, use the Observations>Completed list view

Email Notification Preferences (*FOR STAFF MEMBERS*):

Observations:

- ☐ Send a copy of the Learner Notification Email to me when I finish an observation
- ☐ Notify me when users acknowledge my observations

Evaluations:

- ☐ Notify me when users acknowledge my evaluations

Discussions:

- ☒ Notify me when I have been added to a discussion
- ☐ Notify me when I have been removed from a discussion
- ☐ Notify me when a new post has been added to one of the discussions in which I am participating

Conferences:

- ☒ Notify me when I have been added to a conference
- ☒ Notify me when a new post has been added to one of my conferences

Pre/Post Conferences:

- ☒ Notify me when a pre/post conference is requested on my behalf
- ☒ Notify me when a pre/post conference has been requested for me to complete
- ☒ Notify me when a pre/post conference that I requested has been finished

Notebooks:

- ☐ Notify me when a notebook that is assigned to me has been finished

Archived Growth Plans:

- ☐ Notify me when my growth plan has been approved
- ☐ Notify me when I have been requested to approve a growth plan

Plans:

- ☒ Notify me when my plan has been approved
- ☒ Notify me when my plan has been returned

Sharing:

- ☒ Notify me when an item has been shared with me

Filter Preferences:

Save Filters:

- ☒ Save My Filter Selection(s)

Email Notification Preferences (*FOR OBSERVERS*):

Observations:

- ☐ Send a copy of the Learner Notification Email to me when I finish an observation
- ☒ Notify me when users acknowledge my observations

Evaluations:

- ☒ Notify me when users acknowledge my evaluations

Discussions:

- ☒ Notify me when I have been added to a discussion
- ☐ Notify me when I have been removed from a discussion
- ☐ Notify me when a new post has been added to one of the discussions in which I am participating

Conferences:

- ☒ Notify me when I have been added to a conference
- ☒ Notify me when a new post has been added to one of my conferences

Pre/Post Conferences:

- ☒ Notify me when a pre/post conference is requested on my behalf
- ☒ Notify me when a pre/post conference has been requested for me to complete
- ☒ Notify me when a pre/post conference that I requested has been finished

Notebooks:

- ☐ Notify me when a notebook that is assigned to me has been finished

Archived Growth Plans:

- ☐ Notify me when my growth plan has been approved
- ☐ Notify me when I have been requested to approve a growth plan

Plans:

- ☒ Notify me when my plan has been approved
- ☒ Notify me when my plan has been returned

Sharing:

- ☒ Notify me when an item has been shared with me

Filter Preferences:

Save Filters:

- ☒ Save My Filter Selection(s)

Washington Township Public Schools
Marzano Teacher Evaluation Annual Self-Reflection
Domain 4

Teacher: _____ School Year: _____

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment:

1. Describe how you have interacted with other teachers in a positive manner to promote and support student learning. (Examples: PLC meeting agendas/ notes; Grade level meeting agendas/ notes; Curriculum Committee meeting agendas/ notes; Duty Schedule; etc.)

2. Describe how you have interacted with students and parents in a positive manner to foster learning and promote home/ school relationships. (Examples: Parent Conferences documentation; Interdisciplinary activities/ units; special/ new themes units that you used this year; special events for students or parents that you have participated in this year; cocurricular assignments; school activities beyond classroom in which you participated; activities chaperoned; clubs sponsored; etc.)

Promoting Exchange of Ideas and Strategies:

3. Describe how you have sought mentorship, help and/ or input from colleagues regarding specific classroom strategies and behaviors. (Examples: PLC meeting agendas/ notes; Grade level meeting agendas/ notes; Lesson study documentation; delivering professional development; professional activities surrounding development of benchmark assessments; assessment development; participation in curriculum development/ textbook-materials adoption; curriculum writing; etc.)

4. Describe how you have provided other teachers with help and input regarding specific classroom strategies and behaviors. (Examples: Faculty meeting agendas/notes; Curriculum Committee meeting agendas/notes; providing mentoring for new/ novice teachers; involvement in PLCs; mentoring new colleagues; delivering professional development; professional activities surrounding development of benchmark assessments; assessment development; etc.)

Promoting District and School Development:

5. Describe and/or list your participation in district and school initiatives. Examples: Professional development Logs; assessment development; benchmark assessment development; serving on school/district committees; etc.

Other Information:

6. Is there any other information that you feel is relevant to include in your summary evaluation?

Washington Township Public Schools
Teacher Evaluation Pre-Observation Conference Form

| | | | | |
|---|---|---|---|---|
| Teacher: | Subject/Course: | | | |
| Date: | Time/Class Period: | | | |
| Standards Based Student Learning Goal: (Describe what your students will know at the conclusion of the lesson.) | | | | |
| Content of the Lesson: (Please put an (X) next to the appropriate Design Question) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> Interacting With New Knowledge _____ DQ 2 </td> <td style="width: 33%; vertical-align: top;"> Deepening & Practicing New Knowledge _____ DQ 3 </td> <td style="width: 33%; vertical-align: top;"> Generate and Test Hypotheses About New Knowledge _____ DQ 4 </td> </tr> </table> | | Interacting With New Knowledge _____ DQ 2 | Deepening & Practicing New Knowledge _____ DQ 3 | Generate and Test Hypotheses About New Knowledge _____ DQ 4 |
| Interacting With New Knowledge _____ DQ 2 | Deepening & Practicing New Knowledge _____ DQ 3 | Generate and Test Hypotheses About New Knowledge _____ DQ 4 | | |
| List dominant element(s) of the lesson: Demographics of the Class / Adaptations for Unique Student Needs: (ICS, Special Ed Adaptations, Basic Skills, Advanced Learners, Behavior Plans, ELL students, At-Risk etc.) | | | | |
| Lesson Activities / Instructional Activities / Technology Usage (What materials and activities have you planned to engage the students in the lesson?) | | | | |
| How will you track/monitor student progress and celebrate success for the lesson? | | | | |
| Is there anything about this lesson that you would like to add? | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Washington Township Public Schools

Teacher Evaluation Post-Observation Reflection Form

page 1 of 2

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection
Conference Date: _____

Instructions: Please be prepared to discuss the following questions.

| General Reflection | | |
|---|--|--|
| Overall, how do you think the lesson went and why? | | |
| Answer: | | |
| Routine Events | | |
| 1. In what ways did students meet or not meet the learning goals you established for this lesson/meeting? How did your assessments inform your understanding of student learning? | | |
| Answer: | | |
| 2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning? | | |
| Answer: | | |
| Content | | |
| 3. How did the strategies you used to introduce new content to students support student learning? | 4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning? | 5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning? |
| Answer: | Answer: | Answer: |

Appendix E

Washington Township Public Schools

Teacher Evaluation Post-Observation Reflection Form

Page 2 of 2

| Enacted on the Spot |
|---|
| 6. Which techniques for engaging students were most successful? Which techniques were not successful? |
| Answer: |
| 7. How did the use of positive and negative consequences impact students adherence or lack of adherence to rules and procedures? |
| Answer: |
| 8. What specific actions did you take during this lesson to build relationships with your students? What impact did these actions have on your relationships with students? |
| Answer: |
| 9. What specific actions did you take to communicate high expectations for students? How did these impact students learning? |
| Answer: |
| 10. How will this lesson inform changes to your plan? |
| Answer: |

Washington Township Public Schools
Marzano Instructional Support Staff Member
Pre-Observation Conference

| | | | |
|---|--|---|--|
| Name: | | Non-Instructional Area: | |
| Pre-Conference Date: | | Time: | |
| Activity/Event Goal: (Describe what your participants(s) will know at the conclusion of the activity/event.) | | | |
| Does this Activity/Event address components of your work plan? | | | |
| Yes / No | | | |
| Content: Domain 1: Instructional Support Strategies and Behaviors | | | |
| Establishing Clear Goal <i>(If event is related to Work Plan)</i> (Elements 1-3) | Establishing Content (Elements 4-9) | Facilitating Engagement (Elements 10-16) | |
| List dominant element(s) of the activity/event: | | | |
| Content: Domain 2: Planning and Preparing | | | |
| Implementation of Content or Activities (Elements 17, 18) Use of Resources and Technology (Elements 19, 20) Needs of English Language Learners (Element 21) Needs of Participants Receiving Special Education (Element 22) Needs of Participants Who Lack Support for Schooling (Element 23) | | | |
| List Dominant element(s) of the activity/event: | | | |
| Demographics of the Participants / Adaptations for Unique Needs: (ICS, Special Ed Adaptations, Basic Skills, Advanced Learners, Behavior Plans, ELL students, At-Risk etc.) | | | |

**Washington Township School District
Marzano Instructional Support Staff Member
Pre-Observation Conference**

| | |
|--|--|
| Activity/Technology Usage (What materials/activities/technology have you planned to engage the participants in the event?) | |
| How will you track/monitor participant progress toward the event goal? | |
| Is there anything about this activity/event that you would like to add? | |
| | |

Washington Township Public Schools
**Non-Classroom Professional Reflection Post-Observation
 Conference Structured Interview Form**

Name of Teacher:

Name of Observer:

Planning Conference Date:

Observation Date:

Reflection Conference Date:

Instructions: Please be prepared to discuss the following questions.

| | | |
|--|---|---|
| General Reflection | | |
| Overall, how do you think the lesson/meeting went and why? | | |
| Answer: | | |
| Routine Events | | |
| 1. In what ways did stakeholders meet or not meet the learning goals you established for this lesson/meeting? How did your assessments inform your understanding of stakeholders learning? | | |
| Answer: | | |
| 2. To what extent did the organization of your environment (room arrangement, materials) and your rules and procedures maximize stakeholder learning? | | |
| Answer: | | |
| Content | | |
| 3. How did the strategies you used to introduce information to stakeholder support interaction with new knowledge support your goal of the lesson/meeting? | 4. How did the strategies you used to help stakeholders deepen and practice their understanding of new knowledge support your goal of the lesson/meeting? | 5. How did the strategies you used to help stakeholders generate and test hypotheses about new knowledge support your goal of the lesson/meeting? |
| Answer: | Answer: | Answer: |

Washington Township Public Schools
Non-Classroom Professional Reflection Post-Observation
Conference Structured Interview Form

| |
|---|
| Enacted on the Spot |
| 6. Which techniques for engaging stakeholders were most successful? Which techniques were not successful? |
| Answer: |
| 7. How did the use of positive and negative consequences impact stakeholders adherence or lack of adherence to rules and procedures? |
| Answer: |
| 8. What specific actions did you take during this lesson/meeting to build relationships with your stakeholders? What impact did these actions have on your relationships with stakeholders? |
| Answer: |
| 9. What specific actions did you take to communicate high expectations for stakeholders? How did these impact stakeholders learning? |
| Answer: |
| 10. How will this lesson/meeting inform changes to your plan? |
| Answer: |

Work Plans

(Non-Classroom)

Work Plans Defined

Work Plans (typically 2 per staff member) are a component of the Marzano Non-Classroom Evaluation Tool. They are based on school and/or district goal(s) and include a work progression, or benchmarks that include steps with specific activities that contribute to the achievement of the specific Work Plan goal. These benchmarks are placed on a scale (1-4) that describes the levels of performance and allows and requires the staff member to track his/her progress. The intended purpose of the Work Plans is to improve the level and quality of the identified service(s) being provided. The Work Plans are job-embedded as they are focused on specific aspects within the staff member's realm of responsibilities.

Evaluation of Work Plans

Work Plans should be assessed at every post-observation conference, regardless of whether or not the activity observed relates to a specific Work Plan. Work Plans may also be assessed during an observation if the nature of the activity/topic taking place during the observation relates to a benchmark or strategy in a specific Work Plan. In the post-observation conference, a staff member must be prepared to discuss how he/she has communicated the goal of the Work Plans and how he/she has identified the current level of performance (i.e. tracking one's progress using the scale) with supporting evidence of the completion of the strategies leading up to that level. The numerical benchmark level (on the 1-4 scale) correlating to the documented progress made by the staff member in the work progression of the Work Plan does not count anywhere within the staff member's evaluation. It is the staff member's awareness and communication of his/her Work Plan goals, tracking of continuous progress toward meeting the goal(s), and celebrating of success that is discussed and assessed.

Work Plans in the Non-Classroom Evaluation Tool

The assessment of Elements 1, 2, and/or 3 is directly related to the implementation of the staff member's Work Plans. These three elements are designed to address and provide feedback on the degree to which the staff member:

- shares and communicates his/her plan of work and how the plan aligns with goals of the school and/or district,

- tracks his/her progress in completing the work progression or benchmarks of the Work Plan, and
- celebrates success and accomplishments related to the Work Plan.

Work Plans and the Summative Evaluation

Work Plans are not counted as a separate, stand-alone component of the Non-Classroom staff member's summative evaluation configuration (as an SGO would be). Work Plans are assessed within Elements 1, 2 and 3 of the Non-Classroom Evaluation Tool (during the post-observation conference of each observation) as part of the evaluation of the staff member's professional practice. Under the current NJDOE regulations for the 2013-2014 school year, 100% of the Non-Classroom staff member's summative evaluation is based solely upon his/her professional practice as measured by the evaluation tool.

Work Plans

(Non-Classroom)

Example

(Please Note: This is a very generic example of a Work Plan that utilizes a work progression. Work Plans may also have quantitative benchmarks. Regardless of the type of work plan developed all Work Plans require more detail and definition than the example below.)

Student Assistance Counselor (SAC) Work Plan

| Scale | Benchmarks |
|-------|--|
| 4 | Provide a workshop to the school community on HIB Policy and Procedures. |
| 3* | Review the HIB Policy and Procedures with all students and staff. |
| 2 | Review the HIB Policy and Procedures with the majority of staff. |
| 1 | Review the HIB Policy and Procedures with the majority of students. |

* Level 3 is the target/goal of the Work Plan. Level 4 is above and beyond the target.

Observation #1

Mrs. Smith, a middle school SAC, has her first observation in November. The observation is of a counseling session with a student on substance abuse (unrelated to the Work Plan). The observer and Mrs. Smith meet for a post-observation conference and discuss her reflection and the observer's feedback on the activity observed. After the reflection, the observer asks Mrs. Smith to discuss the implementation of her work plan including how she is communicating her goals, tracking progress, and celebrating success.

Mrs. Smith shows the observer her very detailed goal with accompanying scale. She provided evidence to show that she has communicated her goal to the appropriate participants and explained the meaning of the levels of performance articulated in the scale.

(The observer rates Mrs. Smith at the "applying" level in element 1)

In terms of tracking her progress, Mrs. Smith has met with all 6th, 7th and 8th grade classes to review her presentation. She provides the schedule of lessons as well as the presentation to the observer as documentation of the implementation of her lessons. She notes that there were some students absent during this time and she plans to provide them with the

information they missed in a small group meeting. She has not had the time to do this yet, but plans to do so in the near future. Mrs. Smith explains that she is on Level 1 of the scale.

(The observer rates Mrs. Smith at the “applying” level in element 2)

Mrs. Smith did not have any evidence of celebrating success, nor was it appropriate at this time.

(The observer did not rate Mrs. Smith on element 3)

Observation #2

Mrs. Smith is observed again in February. The observation focuses on a parent meeting (unrelated to the Work Plan). The observer and Mrs. Smith meet for a post-observation conference and discuss her reflection and the observer’s feedback on the activity observed. After the reflection, the observer asks Mrs. Smith to discuss the implementation of her work plan including how she is communicating her goals, tracking progress, and celebrating success.

Mrs. Smith explains that she has completed some activities related to HIB, but could not articulate how they related to the plan; therefore, she could not utilize the scale to track her progress. It was determined that there were opportunities available for Mrs. Smith to implement the next benchmark of her Work Plan, but she had not done so. Specific feedback was provided to Mrs. Smith to improve her progress.

(The observer rates Mrs. Smith at the “developing” level on element 1)

(The observer rates Mrs. Smith at the “beginning” level on element 2)

(The observer did not rate element 3)

Observation #3

Mrs. Smith is observed again in April. The observation is of a staff presentation that reviewed HIB policy and procedures (related to the Work Plan). In the first 2 minutes of the presentation, Mrs. Smith displays the following table and explains each benchmark and goal:

| Scale | Benchmarks |
|-------|--|
| 4 | Provide a workshop to the school community on HIB Policy and Procedures. |
| 3* | Review the HIB Policy and Procedures with all students and staff. |
| 2 | Review the HIB Policy and Procedures with the majority of staff. |

| | |
|---|---|
| 1 | Review the HIB Policy and Procedures with the majority of students. |
|---|---|

She explains that by reviewing the HIB policy and procedures, she hopes to provide clarification to improve the staff's understanding of HIB and why this is important to the school and district.

(The observer rates Mrs. Smith at the "applying" level on element 1)

She continues with her presentation. At the end of the presentation, she provides staff with a survey to determine their level of understanding.

(The observer rates Mrs. Smith at the "developing" level on element 2)

The observer and Mrs. Smith meet for a post-observation conference and discuss her reflection and the observer's feedback on the activity observed. During the conversation, Mrs. Smith explains that what the observer did not know is that before the presentation, she provided the teachers with the same survey so that she could measure growth after analyzing the results. She showed the observer a chart of the information.

(The observer changes the rating from "developing" to "applying" on element 2).

In addition, the day after the observation, Mrs. Smith met with the teachers who were not present during the presentation to give them the information from the presentation as well as the survey. She provides evidence of this to the observer.

Mrs. Smith also explains that in March, she had met with students (in small groups) who had missed her initial presentation in the beginning of the year as well as any new student. She provided evidence of this to the observer. Mrs. Smith refers to her scale to note that she is now at the level 3 of her scale.

(The observer changes the rating from "applying" to "innovating" on element 2).

Finally, she notes that she emailed the staff with information acknowledging the growth the staff has made including words of encouragement and appreciation for their dedication to improvement. She showed this email to the observer, along with the kind responses from the staff.

(The observer rates Mrs. Smith at the "applying" level on element 3)