



# **CLASS Keys<sup>SM</sup>**

## **Module 7: Formal Observation**

**Spring 2010  
Teacher and Leader Quality  
Education Support and Improvement**

*"We will lead the nation in improving student achievement."*

# Resources and Materials

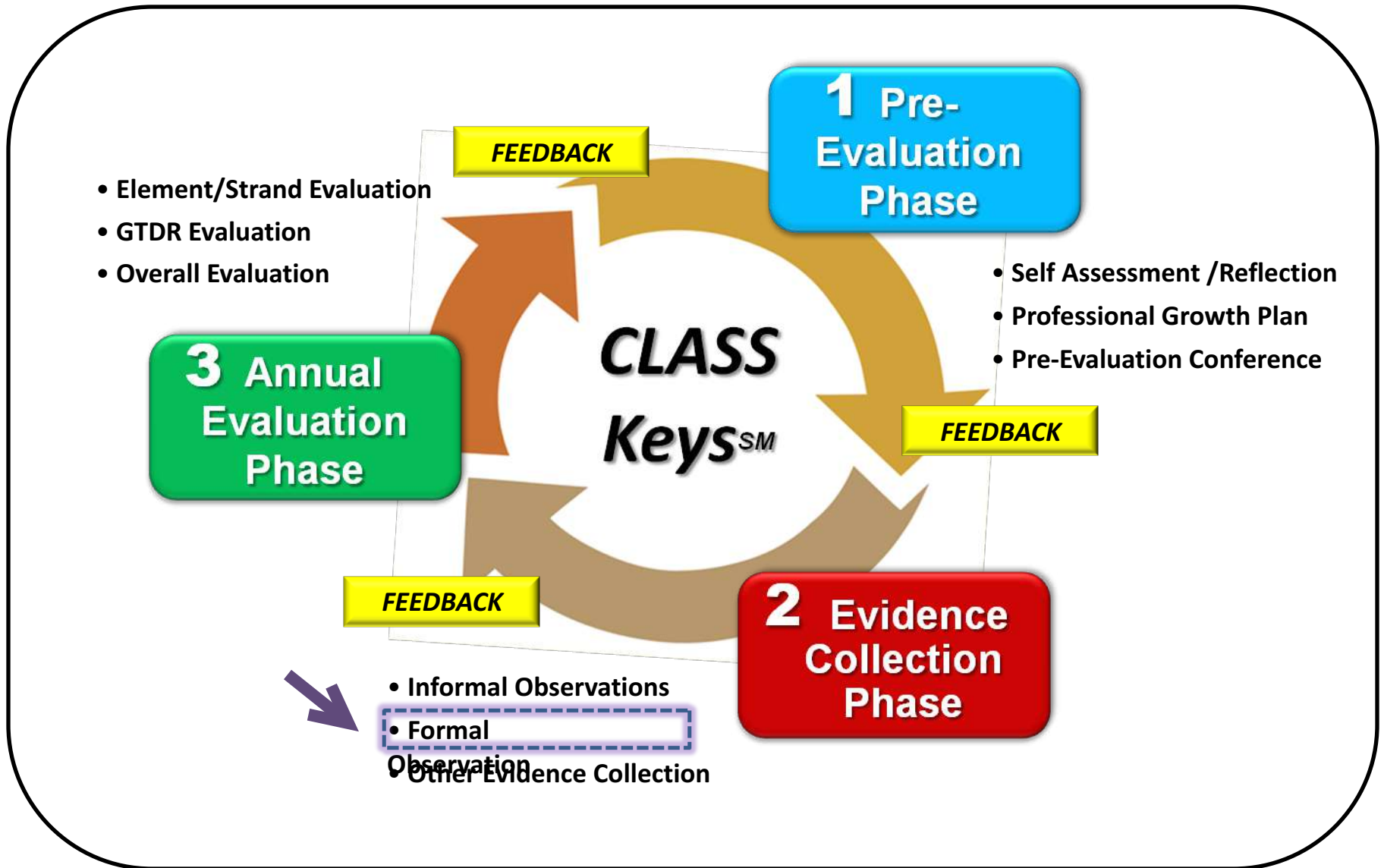
**Teachers will need the following resources and materials for this module:**

- **CLASS Keys<sup>SM</sup> Notebook**
- **Formative Analysis for CLASS Keys<sup>SM</sup> form**
- **Formal Observation Planning for CLASS Keys<sup>SM</sup> form**
- **Handout 7A: Example Formal Observation Planning for CLASS Keys<sup>SM</sup>**
- **Handout 7B: Example Formative Analysis for CLASS Keys<sup>SM</sup>**
- **Module 7 PowerPoint**

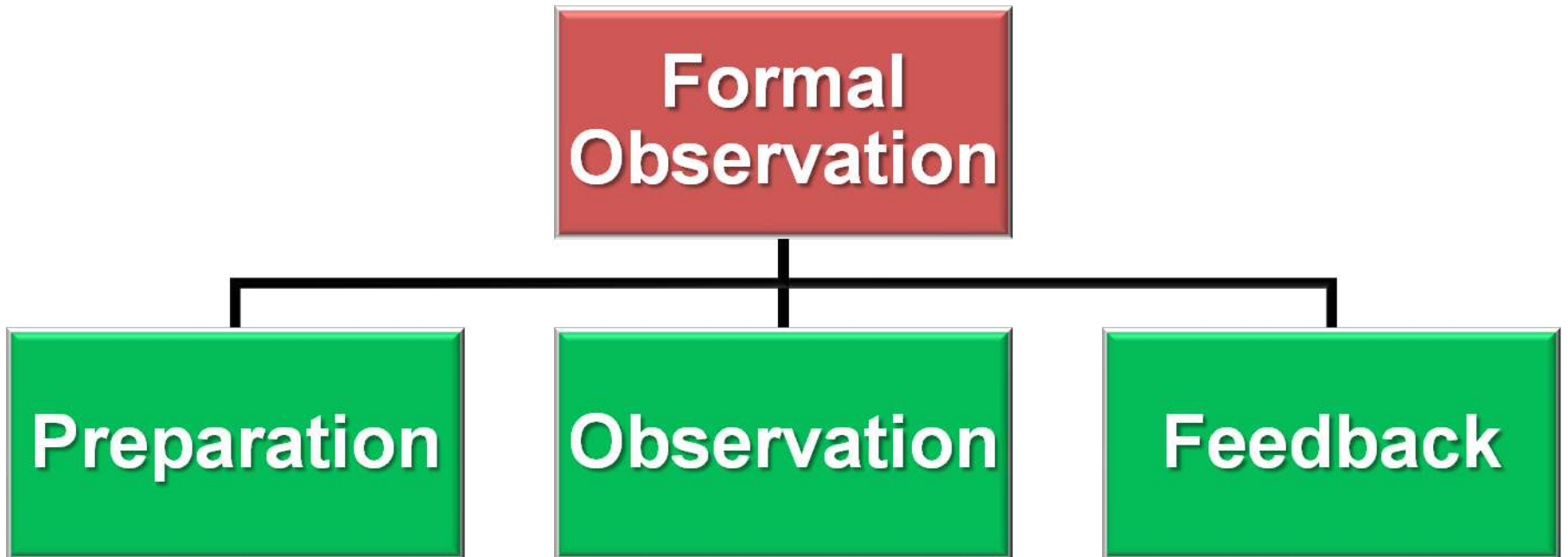
# Module Objectives

- **Explains the guidelines and steps for the formal observation.**
- **Explains the preparation for a formal observation.**
- **Explains the feedback and conference after the formal observation.**

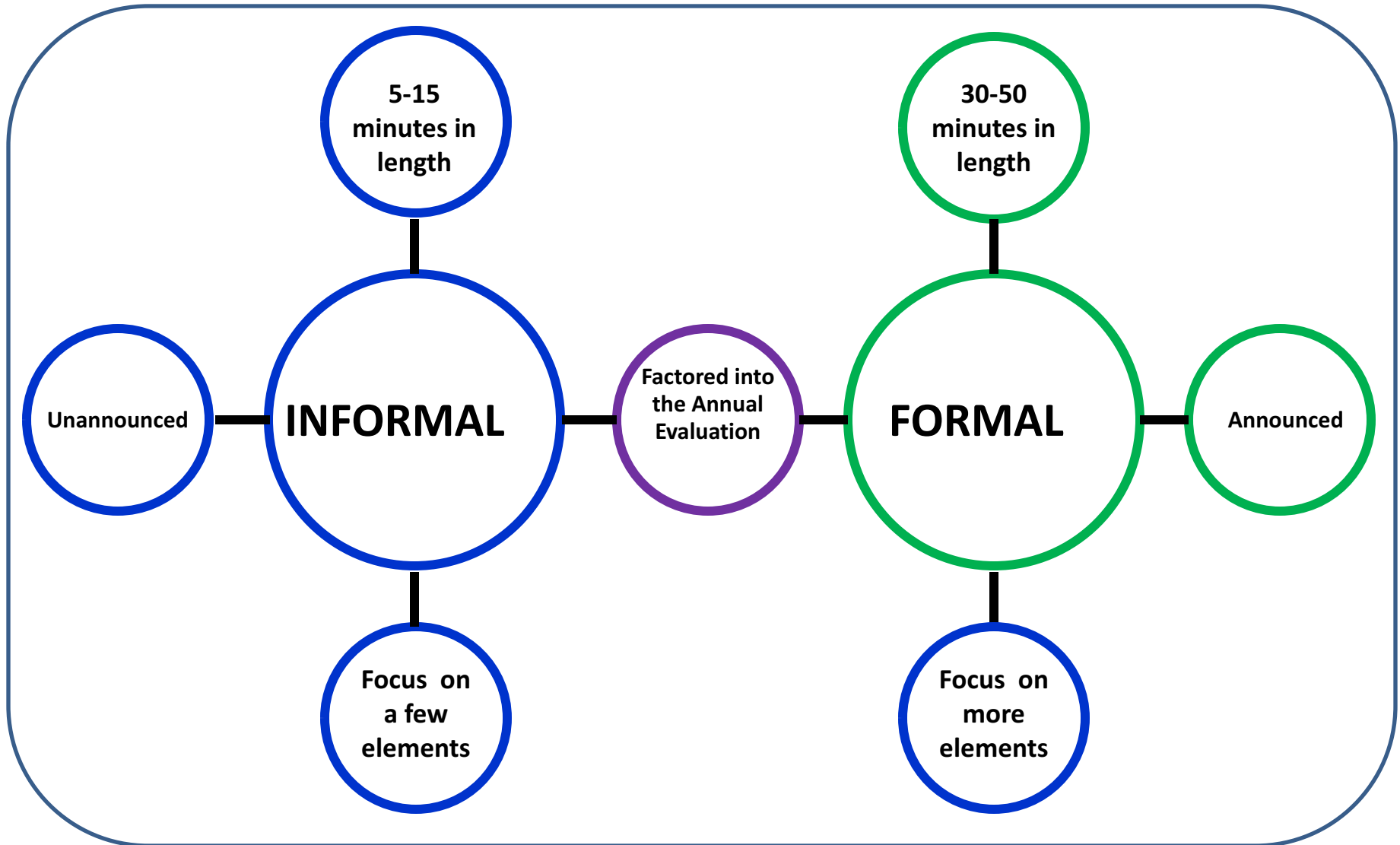
# Three Phases of the CLASS Keys<sup>SM</sup> Process



# The Three Steps of the Formal Observation



# Informal and Formal Observations: Similarities and Differences



# Preparation

## The Evaluator

- **Schedules the formal observation time and date.**
- **Schedules a pre-observation conference if requested by either the evaluator or teacher.**
- **Requests and reviews artifacts provided by the teacher.**

## The Teacher

- **Submits artifacts such as lesson or unit plans, diagnostic or summative assessments, and other information that will assist the evaluator in conducting the formal observation.**

# Formal Observation Planning

This form assists the evaluator and teacher in preparation for a formal observation.

Teacher:

School/District:

Evaluator:

Date/Time of Observation:

Pre-Observation conferences are optional. If a conference is requested, check the appropriate box.

Evaluator-requested conference  Teacher-requested conference

Date and time of conference:

The following checked documents should be submitted one week prior to the observation:

lesson  unit plans assessments

relevant  student data/information other:

Date Submitted:



# Teacher Submitted Artifacts

The artifacts given to the evaluator should showcase the teacher's lesson.

What are examples of relevant student data/information?

- Information about special needs students
- Special circumstances
- Data linked to the school improvement plan

Which assessments would be appropriate to submit?

- Diagnostic or pre-tests
- Formative assessments to check for understanding
- Summative assessments given at the end of the unit

**Responses to any of the following questions should be completed if not readily answered in the above documents.**

**1. What do you want the students to know, understand, and be able to do by the end of the lesson?**

**2. What assessment strategies will you use to monitor student learning?**

**3. What will you do differently if the students do not understand or already understand the concepts?**

**4. If students are grouped for instruction, how will the grouping be determined?**

**5. On which specific elements should the evaluator focus during the observation?**

**6. Are there any specific issues related to this lesson, classroom, or students that could impact instruction?**

# Observation

## The Evaluator

- **Conducts a 30-50 minute classroom observation.**
- **Assesses the level of performance on elements and records scores on the Formative Analysis for CLASS Keys<sup>SM</sup> form.**
- **Records feedback on the Formative Analysis for CLASS Keys<sup>SM</sup> form for any element scored as Not Evident.**

Formal <input type="checkbox"/> Informal <input type="checkbox"/>	Time In:	B M E O	Time Out:			
CLASS Keys <sup>SM</sup> Elements			NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.						
CP 1.2 Demonstrates clear understanding of the curriculum.						
CP 1.3 Plans interdisciplinary instruction with real-world connections.						
CP 2.1 Uses the required curriculum to plan instruction and assessment.						
CP 2.2 Uses an organizing framework to plan instruction.						
CP 2.3 Plans assessment to measure mastery of the curriculum.						
SBI 1.1 Demonstrates research-based practices for student engagement.						
SBI 1.2 Engages students in higher-order thinking skills.						
SBI 1.3 Uses appropriate differentiation.						
SBI 1.4 Uses flexible grouping based on assessment.						
SBI 1.5 Uses accessible technology to enhance learning.						
SBI 2.1 Demonstrates high expectations with students playing roles in learning.						
SBI 2.2 Clearly communicates the learning expectations.						
SBI 2.3 Provides effective feedback/commentary on student performances.						
AL 1.1 Uses diagnostic assessment strategies to inform planning.						
AL 1.2 Uses formative assessment strategies to adjust instruction.						
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.						
AL 2.1 Uses data to design appropriate, timely interventions.						
P 1.1 Maintains a positive learning environment through rules and procedures.						
P 1.2 Maximizes instructional time.						
P 1.3 Fosters a sense of community and belonging.						

# Formative Analysis for CLASS Keys<sup>SM</sup>

Evidence may be collected during classroom observations, conferences, meetings, examination of artifacts, etc. Any element scored at the “Not Evident” level must be addressed through specific feedback on teacher performance. Specific feedback on any other level of performance is encouraged, but not required.

<b>CLASS Keys<sup>SM</sup> Elements</b>	<b>Feedback</b>

**Performance on the elements of the CLASS Keys<sup>SM</sup> is identified on a four-level continuum.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

**This continuum is not utilized to label teachers as Not Evident, Emerging, Proficient, or Exemplary.**

**The continuum is used to describe a teacher's PERFORMANCE on specific elements.**

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## Levels of Performance

### **NOT EVIDENT**

**The absence of evidence of behaviors required by the element or the presence of evidence of behaviors considered to be unacceptable for the element.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

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## Levels of Performance

### **EMERGING**

**Evidence of preliminary understanding and demonstration of the element that may develop further with coaching and/or clearer expectations.**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

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## Levels of Performance

### **PROFICIENT**

**Evidence that the teacher is meeting the expectations for this element.**

**Consistency of practice is a key consideration at this level.**

**PROFICIENT is the TARGET over time for all teachers with all elements.**

Not Evident

Emerging

**Proficient**

Exemplary

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## Levels of Performance

### EXEMPLARY

**Evidence that the teacher's performance exceeds the standard.**

- ✓ **Leadership among peers**
- ✓ **A model for others on this element**
- ✓ **Student involvement in the learning process**

**Not Evident**

**Emerging**

**Proficient**

**Exemplary**

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# Feedback

## The Evaluator

- **Schedules and conducts a conference within five working days of the formal observation.**
- **Provides oral and written feedback that is constructive and promotes the professional growth of the teacher.**
- **Considers any additional information provided by the teacher during the conference.**
- **Collaborates with the teacher to review the targets of the Professional Growth Plan.**
- **Provides feedback on the Georgia Teacher Duties and Responsibilities if appropriate evidence is observed.**

Formal <input checked="" type="checkbox"/> Informal <input type="checkbox"/>	Time In: 10:15 am	B M	Time Out: 10:50 am			
CLASS Keys <sup>SM</sup> Elements			NE	EM	PR	EX
CP 1.1 Plans with deep knowledge of content and delivery techniques.						
CP 1.2 Demonstrates clear understanding of the curriculum.						
CP 1.3 Plans interdisciplinary instruction with real-world connections.					X	
CP 2.1 Uses the required curriculum to plan instruction and assessment.					X	
CP 2.2 Uses an organizing framework to plan instruction.					X	
CP 2.3 Plans assessment to measure mastery of the curriculum.						
SBI 1.1 Demonstrates research-based practices for student engagement.					X	
SBI 1.2 Engages students in higher-order thinking skills.				X		
SBI 1.3 Uses appropriate differentiation.						
SBI 1.4 Uses flexible grouping based on assessment.						
SBI 1.5 Uses accessible technology to enhance learning.						
SBI 2.1 Demonstrates high expectations with students playing roles in learning.				X		
SBI 2.2 Clearly communicates the learning expectations.						
SBI 2.3 Provides effective feedback/commentary on student performances.						
AL 1.1 Uses diagnostic assessment strategies to inform planning.						
AL 1.2 Uses formative assessment strategies to adjust instruction.				X		
AL 1.3 Uses a variety of summative strategies to evaluate mastery of curriculum.						
AL 2.1 Uses data to design appropriate, timely interventions.						
P 1.1 Maintains a positive learning environment through rules and procedures.					X	
P 1.2 Maximizes instructional time.					X	
P 1.3 Fosters a sense of community and belonging.					X	
P 1.4 Helps students take responsibility for behavior and learning.						
P 2.1 Establishes relationships with families and the community.						

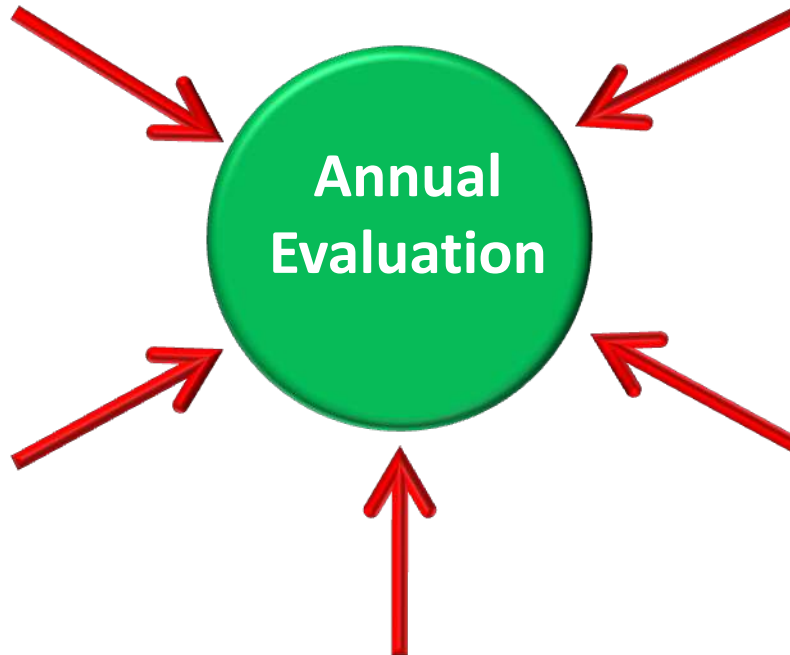
# Handout 7B: Example Formative Analysis for CLASS Keys<sup>SM</sup>

CLASS Keys <sup>SM</sup> Elements	Feedback
<b>CP 1.3</b>	You effectively used science content knowledge as the foundation for expository writing. The students drew upon what they had learned in science class to supply supporting details on the three types of rocks. Students made a connection between the types of rocks and a type of food (e.g., sedimentary rocks are like lasagna). This was a good use of similes.
<b>SBI 1.2</b>	Many of the questions asked were lower order requiring simple recall of information. Asking “HOW” and “WHY” can encourage students to use higher-order thinking skills. Providing opportunities for students to elaborate on their answers will also encourage deeper thinking.
<b>SBI 2.2</b>	In the opening, the learning expectations were communicated with an essential question that used the language of the standards. Referencing the standard and elements during the lesson might have helped students more clearly see the connection between the activity and the GPS elements.
<b>AL 1.2</b>	You used formative assessment to guide adjustments of whole-class instruction. When asking questions, you might ask students to give you a signal such as “thumbs up” instead of only relying on large group responses. Using physical signals will help you more closely monitor and evaluate student responses.

# Annual Evaluation

**Announced,  
Longer  
Observations**

**Unannounced,  
Short Observations**



**GTDR  
Performance**

**Other  
Artifacts/Evidence**

**Student Achievement**

**In the CLASS Keys<sup>SM</sup> Evaluation Process, the collection of evidence for the 26 elements is viewed as a “filling of buckets” over time.**



**The formal observation provides an opportunity for the teacher to demonstrate a variety of elements.**