



Observation Plan: What to do with Assessments

Participants will learn guiding principles that serve as a framework for assessing instructional learning. Although, there is no "one size fits all" type of evaluation for teachers, guiding principles are intended to provide schools with the resources needed to effectively evaluate teachers. Learn how to use assessment results to plan and carry out developmentally appropriate practices.



Classroom

Observation

Theresa Vadala, Ed. D.

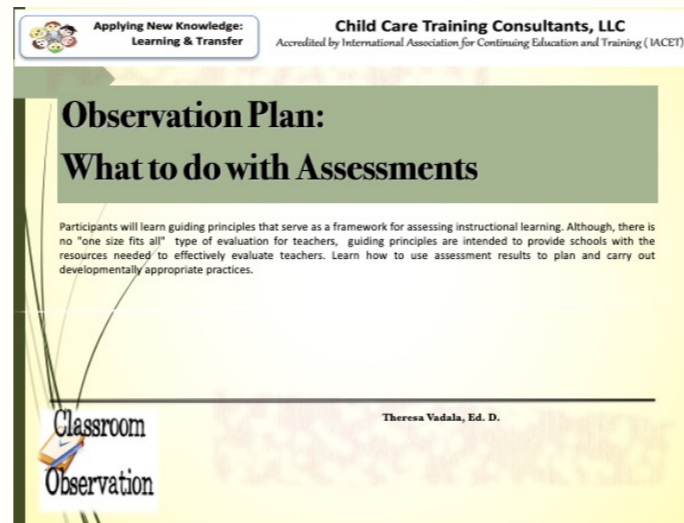


Observation Plan: What to do with Assessments

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CKA 6: Program and Business Management

Title: WY 6.A Observation Plan: What to do with Assessments

3 Hours

0.3 CEUs



Dr. Theresa Vadala
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Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



Learning Objectives

By the end of this training participants will be able to:

- 1) Recognize and apply the three stages of supervisory observation; preparation, observation, and feedback given the supervisory theoretical framework.
- 2) Assess which observations are direct or indirect given pre and post observation forms.
- 3) Identify four general categories of data used to provide information for instructional decisions.
- 4) Report feedback to teachers using assessment results.



Learning Outcomes

By the end of this training participants will be able to:

- Describe the three stages of supervisory observation; preparation, observation, and feedback given the supervisory theoretical framework.
- Assess which observations are direct or indirect given pre and post observation forms.
- Identify four general categories of data used to provide information for instructional decisions.
- Describe how to report feedback to teachers using assessment results.



Agenda

- I. Theoretical Framework & Guiding Principles
 - a. Stage 1: Preparation
 - b. Stage 2: Observation
 - c. Stage 3: Feedback
- II. Supervisory Observation Procedures
- III. Pre-Observation Plan
- IV. Observation Plan
- V. Post-Observation Plan
- VI. Observation Feedback
- VII. Why do we collect data?
- VIII. Using Assessment Results
 - a. Planning for Instruction
 - b. Reporting Progress
 - c. Evaluating the Instructional Program
- IX. Overview





Part 1. Theoretical Framework

The theoretical framework for a supervisory observation involves three stages; preparation, observation, and feedback

- STAGE 1: Preparation
- STAGE 2: Observation
- STAGE 3: Feedback

Teachers should be involved in the three stages. At the end of the evaluation process, the supervisor should summarize what was reviewed, check for understanding, and ask if clarification is needed.

(Trumbull Public School, 2006).



Stage 1

STAGE 1: Preparation

- Supervisor and teacher working together
- Reduce anxiety
- Discuss self-reflection
- Make necessary changes to accommodate the needs of the child prior to the observation



Stage 1

➤ **Stage one** preparation, includes the supervisor and the teacher working together to determine the focus of the observation. During the preparation stage, a discussion between the supervisor and teacher should include how to reduce anxiety during an observation, as observing teachers alters behaviors and interactions during an evaluation (Hammersley-Fletcher & Orsmond, 2004). Other topics of interests include self-reflection and how to make needed changes during an evaluation to accommodate the needs of a child.



Stage 2

STAGE 2: Observation

- Include direct or indirect observation of the teacher
- Use specific observation forms
- Pre-observation form
- Post-observation form





Stage 2

- **Stage two** includes a direct or indirect observation of the teacher. The supervisor uses specific observation forms to track teachers' specific competencies. A pre-observation form is completed by the teacher and used for supervisor to identify learning objectives, to determine what will be taught, how will students be assessed, how activities will be differentiated, and areas of focus for the supervisor to review. A post-observation form, completed by the supervisor will identify if learning objectives were followed, how students were assessed, if lesson activities were differentiated, if there was closure to a lesson, and how the next lesson will build on the current one.



Stage 3

STAGE 3: Feedback

- Supervisor provides feedback to teacher
- Private comfortable environment
- Review Key Competencies
- Provide feedback same day of observation, if possible
- Feedback must be provided within two (2) working days



Stage 3

Stage Three

► During the third stage, the supervisor provides feedback to the teacher. Providing feedback to teachers can be a stressful process. Therefore, the supervisor should provide a private, yet comfortable environment while reviewing key competencies with the teacher. If possible, teachers are provided with feedback on the same day of the observation (Glatthorn, Boschee, & Whitehead, 2009), however must be within two working days so teachers can connect feedback to future planning. The three stages, preparation, observation, and feedback involve a meeting between the supervisor and teacher. At the end of the evaluation process, the supervisor should summarize what was reviewed, check for understanding, and ask if clarification is needed.



Guiding Principles

- 1) One of the most important factors in evaluating teachers is to use of multiple methods
- 2) Schools must adopt or develop an effective evaluation system before observing teachers
- 3) Evaluations must be individualized to reflect the needs of the center or school
- 4) Evaluating consist of several focus areas



Guiding Principles

Guiding principles for evaluating teachers consist of the following factors:

- 1) One of the most important factors in evaluating teachers is to use of multiple methods,
 - 2) Schools must adopt or develop an effective evaluation system before observing teachers,
 - 3) Evaluations must be individualized to reflect the needs of the center or school
 - 4) Evaluating consist of several focus areas
- The areas of focus to assess during a classroom evaluation may include classroom instruction, materials, learning environment, lesson plans, standard alignment with curriculum, differentiated instruction, and teaching practices. The areas of focus are dependent on what the supervisor is seeking during the evaluation process (Cross, Angelo, & Thomas, 1993).



II. Supervisory Observation Procedures

1. Teachers are observed 3 times a year
2. The first observation is structured and graded
3. The second observation is structured and graded
4. The third observation is not graded
5. New teachers are observed as often as needed
6. Veteran teachers may be observed every 5 years



II. Supervisory Observation Procedures

Supervisory Observation Procedures.

➤ During the academic year, new teachers are observed three times, for a minimum of three hours, unless further observations are needed (Glatthorn, Boschee, & Whitehead, 2009). The first two observations are structured and graded. The third observation is not graded and may include an education specialist or a colleague with less experience to develop observational practice. However, veteran teachers often mention they have an evaluation every five years (Marshall, 2012). Each time an observation is performed, the focus is based on a specific theme or subject.





II. Supervisory Observation Procedures

Observations may be direct or indirect

- Supervisors and teachers share responsibility for the observation process
- The process is shared with staff in advance
- Teachers must complete forms prior to observation
- Observation plan serves as a tool to study teachers' specific abilities
- Avoid biases
- Confidentially



II. Supervisory Observation Procedures

- Observations may be direct or indirect and may be performed inside or outside the classroom (Glatthorn, Boschee, & Whitehead, 2009). Both supervisors and teachers are responsible for preparation of the observation process. Supervisors must provide teachers with relevant paperwork needed for the evaluation process.
- This process is presented in general to staff during the orientation or weekly staff meetings. Forms include scheduling and completion of the pre-observation form. Teachers must complete needed forms and be prepared on day of, or week of the observation.
- A supervisory observation plan serves as a tool to study teachers' specific abilities and behaviors (Glatthorn, Boschee, & Whitehead, 2009). During the observation process, supervisors record patterns of behaviors using objective statements. When supervisors observe teachers, it is important to avoid biases, subjective observations, and it is important to keep observations confidential. Supervisors are encouraged to have teachers construct a self-reflection on their observation experiences.



III. Pre-Observation Plan

The pre-observation form is to be completed one week prior to the observation. The pre-observation contains a section for general information such as the name, grade, date of the observation and the content standard the lesson is based on. Five questions pertaining to the lesson are to be answered by the teacher.

The questions are:

1. What are your student learning objectives?
2. What will you be teaching?
3. How will you assess student learning?
4. How will you differentiate activities to meet the needs of all students?
5. What would you like your supervisor to focus on during the observation?

These questions can be altered to meet the needs of our agency or center



III. Pre-Observation Plan

Pre-Observation Form	
Teacher: Grade: Room #: Content Standard:	Week of: Theme: Timeframe: AM or PM Supervisor:
1. What are your student learning objectives?	
2. What will you be teaching? (Please attach lesson plan for the week)	
3. How will you assess student learning?	
4. How will you differentiate activities to meet the needs of all students?	
5. What would you like your supervisor to focus on during on during the observation?	



IV. Observation Tool

The preschool observation tool is generalized to demonstrate what to look for during the evaluation process. The observation form includes safe learning environment, culturally diverse materials and activities, assessable materials, materials are rotated to meet students' diverse needs, lesson plans, classroom rules, behavior management, transitions, and opportunities for students to problem solve. A copy of the completed observation tool is sent to the teacher who was evaluated, a meeting to review observation results and discuss next steps (Cross, 1987).



IV. Observation Tool

PRESCHOOL CLASSROOM OBSERVATION TOOL	
Observer Name:	Observation Date:
Program Name:	Class Observed:
School Site:	Area of Observation
Standard:	Theme:
Start Time:	End Time:
DESCRIPTION OF OBSERVATION	
Performance	Observation Notes
Knowledge gained from this observation will provide insight on a safe learning environment	
Culturally diverse materials displayed	
Accessible materials to foster student learning	
Materials are rotated based upon student's developmental abilities.	
Lesson plans posted	
Classroom rules	
Behavior management	
Types of transitions	
Opportunities for children to problem solve	



V. Post-Observation Plan

The post-observation is to be completed by the supervisor after each observation. According to Cross (1987), the post observation identifies if learning objectives were observed, if students were assessed, if lessons were differentiated, if the lesson had closure and what lesson would follow next. During the conservation, additional questions are included in the conservation. The post meeting, the following reflective questions include:

- 1) In general, how did you feel about this teaching experience?
- 2) At what moment did you feel most connected, engaged or affirmed as a teacher?
- 3) At what moment did you feel most disconnected, disengaged or bored as a teacher?
- 4) Was there a particular moment that caused you the greatest anxiety or distressed?
- 5) What event surprised you most (e.g., a particularly positive or challenging situation, or an event that caught you off guard)?
- 6) What would you do differently if you were to teach this class again?
- 7) Based upon this teaching experience, what do you feel proudest about? Why?



V. Post-Observation Plan

Post-Observation Form

Teacher

Supervisor:

1. Were the learning objectives followed?

2. How were students assessed?

3. Was the lesson differentiated to meet the needs of all students? If so, how?

4. Was there closure to the lesson?

5. How will the next lesson build on this one?



VI. Observation Feedback Form

Teachers provided with feedback from their evaluation within 24 hours, are more likely to use the feedback for future planning. Verbal feedback could occur the same day of the observation if possible and must be within two working days. Five days are allotted for written feedback that includes comments made by the person observed. The preschool evaluation provides information on teachers strengths, weaknesses, and recommendations.



VI. Observation Feedback Form

Teacher Feedback Form

Teacher Name: _____

Number of Students: _____

Theme: _____

Date/Time: _____

Strengths:

Weaknesses:

Recommendations:

Teacher Signature

Supervisor Signature



VII. Why is Data Collected?

Collecting data is a planned and purposeful process. Before data is collected, educators need to know what students need to achieve. Four general categories of data that provide valuable information for instructional decisions available in schools are:

- 1) Student data
- 2) Assessment data
- 3) Perceptions data
- 4) Program data

Student data is based on enrollment, attendance, grade level, ethnicity, gender, family background, etc.

Assessment data consist of standardized test results, grade point averages, classroom quizzes, and portfolios

Perception data is collected in the form of questionnaires, surveys, interviews, or observations and based on attitudes of students, parents, or community members

Program data includes data from school programs, curricular initiatives, instructional strategies or classroom practices



VIII. Using Assessment Results

Three primary purposes for comprehensive assessment are:

- ◆ Planning for instruction
- ◆ Reporting progress
- ◆ Evaluating the instructional program





VIII. Using Assessment Results

- Three primary purposes for comprehensive assessment are to plan for assessment, reporting progress, and evaluating the instructional process.
- Using assessments to plan instruction benefit students when the areas of development and learning are prepared to address individual learning. Assessments should be linked to learning experiences and instruction.
- Using assessment results to report progress informs parents about students' progress on growth and achievement. Progress reports indicate that a child's progress is satisfactory or unsatisfactory. This tells little about the child's learning experiences and accomplishments. A comprehensive picture of the child should include written comments to expand on students' achievements.
- The teacher uses assessment information to determine whether instructional strategies were successful for children to learn new concepts and skills or whether new approaches are needed.



IX. Review

Understanding the heart of learning and interactions between teachers and students requires watching teachers' work. With assistance, teachers can improve teaching strategies by using observation feedback to make those improvements. When a teacher's evaluation performance is less than effective, a conference, professional development plan or professional improvement plan is designed to address areas of concern

Four general categories of data that provide valuable information for instructional decisions available in schools are:

- 1) Student data
- 2) Assessment data
- 3) Perceptions data
- 4) Program data

Three primary purposes for comprehensive assessment are to plan for assessment, reporting progress, and evaluating the instructional process.



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