

STEPS IN THE WATERFRONT LEARNING OBSERVATION PROCESS

STEP	WHO	WHEN	DOCUMENT(S)	WHAT	RESULT
1. Preparing for the pre-observation conference	Teacher	MAXIMUM OF 3x/semester	Lesson Plan Form	Teacher completes the form, referring to the rubric while doing so.	Teacher shares document with the evaluator. Teacher will have designed a lesson at the highest rubric levels possible.
2. Pre-observation Conference	Teacher Evaluator	MAXIMUM OF 3x/semester	Lesson Plan Form	Teacher and evaluator discuss lesson plan and rubric; make improvements, additions	Teacher and evaluator will have collaborated to make refinements in the target lesson, toward the distinguished level.
3. Observation of the Lesson	Evaluator	MAXIMUM OF 3x/semester	Observation Tools: <ul style="list-style-type: none"> • Comprehensive • Teacher Communications • Instruction & Assessment 	The evaluator completes each observation once throughout the semester.	Evaluator shares evidence with the teacher.
4. Reflecting on the Evidence	Teacher	MAXIMUM OF 3x/semester	Observation Tools: <ul style="list-style-type: none"> • Comprehensive • Teacher Communications • Instruction & Assessment 	Teacher reviews the evidence and may make additions or corrections; shares with the evaluator.	The evidence of the lesson is accurate and representative of the lesson taught.
5. Initial Lesson Assessment	Teacher	MAXIMUM OF 3x/semester	Observation Tools: <ul style="list-style-type: none"> • Comprehensive • Teacher Communications • Instruction & Assessment • Framework Rubrics 	Teacher assesses the lesson on the Framework Rubrics using the (adjusted) evidence from the lesson; sends assessment to evaluator.	Teacher's viewpoint / assessment is part of the evaluation process.
6. Preparing for the Post-Teaching Conference	Evaluator	MAXIMUM OF 3x/semester	Observation Tools: <ul style="list-style-type: none"> • Comprehensive • Teacher Communications • Instruction & Assessment 	Evaluator marks components of agreement only on initial lesson assessment; prepares questions for the post-conference.	Components of agreement are not the focus of the post-teaching conference, reducing its length.
7. The Post-Teaching Conference	Teacher Evaluator	MAXIMUM OF 3x/semester	Observation Tools: <ul style="list-style-type: none"> • Comprehensive • Teacher Communications • Instruction & Assessment 	Components of difference are discussed; teacher shares rationale for assessments; rubric/evidence as the focus. Leverage components are identified and next steps identified.	Final ratings for the components of difference are derived, collaboratively if possible; evaluator is final arbiter. The conference ends by identifying the focus component of the lesson and strategies for growth in this component.
8. The Walk-Through	Evaluator	As needed	Walk Through Tools: <ul style="list-style-type: none"> • General • Communications • Grade Distribution • Pacing Distribution • Teacher Activity • Attendance Distribution • Enrollment Distribution 	Evaluator collects evidence from the lesson; sends observation to teacher	Teachers receive regular feedback on very specific components of lesson in between formal observations.
9. Semester Evaluation	Evaluator	January/May	Final Rating Tool	Evaluator collects evidence from the Observations and Walk Throughs to complete the Rating Form.	Teachers receive a formal rating for the semester, complete with recommendation for moving forward.
10. Final Rating Form	Evaluator	June	Final Rating Tool	Evaluator collects evidence to complete the Rating Form.	Teachers receive a formal rating for the year, including a recommendation for the following year.

