

# Observation and Feedback Scheduling Best Practices

- ✓ **Share Responsibility:** Work with your leadership team to strategically divide up observation and feedback responsibilities allowing you to build relationships and a deeper understanding of each teacher’s practice
- ✓ **Prioritize Support:** Schedule observations based on need (i.e., new teachers, teachers that are up for tenure, tenured teachers, teachers with unsatisfactory performance/progress)
- ✓ **Schedule Frequent Observations:** Plan ahead for frequent observations of all teachers
- ✓ **Make Time for Feedback Conversations:** Schedule feedback conversations within 2 days of observations
- ✓ **Plan Time for Follow Up:** Allow time in your schedule to assess the impact of the feedback you have delivered (e.g., follow up observations, reviewing lesson plans)
- ✓ **Track and Monitor:** Establish systems to track and monitor which teachers have been observed, what feedback they have received, and whether the feedback has improved their practice

## Sample Observation and Feedback Schedules

Below are some sample schedules that NYC evaluators have used to increase the feasibility of prioritizing observations and sharing feedback. Some evaluators find it useful to alternate between several types of observation cycles depending upon the needs of the staff (e.g., observing new teachers more frequently in the beginning of the year so they have immediate, actionable feedback and support) and the time of the year (e.g., in a month with testing or many holidays).

**Example 1:** Sample schedule for planning of observations to ensure shared responsibility, frequent cycles of observation and feedback, and prioritization according to the varying needs of teachers.

October	Principal Gonzalez				
	M	T	W	Th	F
Week 1	<i>Alvarez – O (2)</i>	Alvarez – F	<b>Cox – O (1)</b>		Cox – F
	<i>Boykin – O (2)</i>	Boykin – F	<i>Lincoln – O (2)</i>	Lincoln – F	
Week 2		<i>Grimes – O (2)</i>	<b>Inger – O (1)</b>	Grimes – F	Inger – F
		<i>Munoz – O (2)</i>	Munoz – F	<i>Barry – O (1)</i>	Barry – F
Week 3	<b>Parker – O (1)</b>		Peach – F	<i>Alvarez – O (3)</i>	Alvarez – F
	<i>Ory – O (2)</i>	Ory – F	<i>Luz – O (3)</i>	Luz – F	
Week 4	<i>Munoz – O (3)</i>	Munoz – F	<i>Boykin – O (3)</i>	Boykin – F	
	<i>Grimes – O (3)</i>	Grimes – F			
First Year		Up for Tenure		Tenured	

\***Bold – Formal**<sup>1</sup>, *Italic – Informal*; O – Observation, F – Feedback<sup>2</sup>, ( ) – Observation #

October	Assistant Principal Lee				
	M	T	W	Th	F
Week 1		Forest – O (2)	Forest – F	<i>Sherman – O (2)</i>	Sherman – F
		<b>Mooney – O (1)</b>		<b>Mooney – F</b>	
Week 2		<i>Melman – O (2)</i>	Melman – F	<b>Plumber – O (1)</b>	<b>Plumber – F</b>
			<i>Mulberry – O (3)</i>	Mulberry – F	
Week 3	<i>Eckstein – O (3)</i>		Eckstein – F		
	<b>Mason – O (2)</b>	<b>Mason – F</b>	<b>Green – O (1)</b>		<b>Green – F</b>
Week 4	<b>Caffey – O (1)</b>	<i>Forest – O (3)</i>	Forest – F	<i>Eckstein – O (4)</i>	Eckstein – F
		Caffey – F	<i>Sherman – O (3)</i>	Sherman – F	

<sup>1</sup> Note Pre-Observation Conferences are required to occur within 20 days of the Formal Observation.

<sup>2</sup> During informal observations, the format of feedback is at the evaluator’s discretion (e.g., in-person professional conversation, email, note). During formal observations, teachers and evaluators participate in individual face-to-face Pre and Post-Observation Conferences.

**Example 2:** A two week-long observation cycle that allows more frequent observations within a short period of time to provide teachers more targeted support as they follow through on next steps.

January	<i>Two-Week Cycle Schedule</i>				
	M	T	W	Th	F
<b>Week 1</b>	No school	No school	No school		<b>Alvarez—O (2)</b> <i>Boykins—O (2)</i> <i>Cox—O (2)</i> <i>Dinklage—O (2)</i>
<b>Week 2</b>	Alvarez —F (2) Boykins—F (2) Cox—F (2) Dinklage—F (2)	<b>Eckstein—O (2)</b> <i>Fay —O (2)</i> <i>Grimes—O (2)</i> <i>Harrelson—O (2)</i>	Eckstein—F (2) Fay—F (2) Grimes—F (2) Harrelson—F (2)	<b>Inger—O (2)</b> <i>Jenkins—O (2)</i> <i>Kraft—O (2)</i> <i>Luz—O (2)</i>	Inger—F (2) Jenkins—F (2) Kraft—F (2) Luz—F (2)
<b>Week 3</b>	No school	Alvarez —O (3) Boykins —O (3) <b>Cox C—O (3)</b> <i>Dinklage -- O (3)</i>	Alvarez —F (3) Boykins—F (3) Cox—F (3) Dinklage—F (3)	Eckstein—O (3) <b>Fay —O (3)</b> <i>Grimes—O (3)</i> <i>Harrelson—O (3)</i>	Eckstein—F (3) Fay—F (3) Grimes—F (3) Harrelson—F (3)
<b>Week 4</b>	Inger—O (3) <b>Jenkins—O (3)</b> <i>Kraft—O (3)</i> <i>Luz—O (3)</i>	Flexible day (e.g., conduct any missed observations or share feedback)	Inger—F (3) <i>Jenkins—F (3)</i> <i>Kraft—F (3)</i> <i>Luz—F (3)</i>		

\***Bold** – Formal, *Italic* – Informal; O – Observation, F – Feedback, ( ) – Observation #

**Example 3:** A four-week long observation cycle that demonstrates an evaluator observing and sharing feedback with 24 teachers, allowing an additional week to reschedule any missed observations and sharing feedback.

March	<i>Four-Week Cycle Schedule</i>				
	M	T	W	Th	F
<b>Week 1</b>	<b>Alvarez—O (3)</b> <i>Boykins—O (4)</i> <i>Cox—O (4)</i> <i>Dinklage—O (4)</i>	<b>Eckstein—O (3)</b> <i>Fay—O (4)</i> <i>Grimes—O (4)</i> <i>Harrelson—O (5)</i>	Alvarez—F (4) Boykins—F (4) Cox—F (4) Dinklage—F (4)	Eckstein—F (3) Fay—F (4) Grimes—F (4) Harrelson—F (5)	Flexible day
<b>Week 2</b>	<b>Inger—O (3)</b> <i>Jenkins—O (4)</i> <i>Kraft—O (4)</i> <i>Luz—O (4)</i>	Inger—F (3) Jenkins—F (4) Kraft—F (4) Luz—F (4)	Flexible day	<b>Mason—O (3)</b> <b>Nietzsche —O (3)</b> <i>O'brien—O (5)</i>	Mason—F (3) Nietzsche—F (3) O'brien—F (5)
<b>Week 3</b>	Flexible day	<i>Parker—O (5)</i> <b>Qi—O (3)</b> <i>Rojas—O (5)</i> <i>Stanton—O (4)</i>	Parker—F (5) Qi—F (3) Stanton—F (5) Throop—F (4)	<i>Urlacher—O (5)</i> <b>Voltaire—O (4)</b> <i>Wilson—O (4)</i> <i>York—O (5)</i>	Urlacher—F (5) Voltaire—F (4) Wilson—F (4) York—F (5)
<b>Week 4</b>	Flexible day	Flexible day	Flexible day	Flexible day	Flexible day

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**Example 4:** Sample tracking tool that school leaders complete after conducting observations and feedback conversations to track their progress.

Teacher	Admin.	O1	F	O2	F	O3	F	O4	F	O5	F
Alvarez	Gonzalez	9/10	9/11	10/1	10/2	10/18	10/19				
Boykin	Gonzalez	9/13	9/14	10/1	10/2	10/24	10/25				
Cox	Gonzalez	<b>10/3</b>	<b>10/5</b>								
Daniels	Lee	<b>10/22</b>	<b>10/23</b>								
Eckstein	Lee	9/10	9/10	9/25	9/25	10/15	10/17	10/25	10/26		
Forest	Lee	9/20	9/21	10/2	10/3	10/23	10/24				
Green	Lee	<b>10/17</b>	<b>10/19</b>								
Grimes	Gonzalez	9/19	9/20	10/9	10/11	10/22	10/23				
Inger	Gonzalez	<b>10/10</b>	<b>10/12</b>								
Lincoln	Gonzalez	9/13	9/14	10/3	10/4	10/17	10/18				
Munoz	Gonzalez	9/20	9/21	10/9	10/10	10/22	10/23				
Mason	Lee	9/27	9/27	<b>10/22</b>	<b>10/23</b>						
Mooney	Lee	<b>10/2</b>	<b>10/4</b>								
Melman	Lee	9/12	9/13	10/9	10/10						
Mulberry	Lee	9/13	9/14	9/24	9/24	10/10	10/11				
Ory	Gonzalez	9/24	9/25	10/16	10/17						
Parker	Gonzalez	<b>10/15</b>	<b>10/17</b>								
Perlman	Gonzalez	10/11	10/12								
Plumber	Lee	<b>10/11</b>	<b>10/12</b>								
Sherman	Lee	9/19	9/20	10/4	10/5	10/24	10/25				

**O – Observation Number; F – Feedback Provided; Bold – Full Period**

**Example 5:** Sample tracking document that tracks the feedback and follow up action steps provided to each individual teacher.

Mr. Gold (6 <sup>th</sup> Grade Writing)				
Date # Obs.	Time/Class	Components Reviewed	Feedback Summary	Follow Up Action Steps
9/19 #1	1:15-1:30	3b 3d	-Establish a protocol for partner discussion that builds students' independence to engage in discussion without teacher mediation	-Set up a peer observation for Friday to observe Ms. Canary implement her think-pair-share protocol -Incorporate think-pair-share protocol into next week's lesson plans -Principal to review teacher's lesson plans next week
10/2 #2	8:20-8:35	1e 3b 3d	-Provide exemplar writing for students -Develop 3 questions to incorporate into mini lesson to assess student understanding	-Teacher to schedule meeting with literacy specialist to develop exemplar for next week's narrative assignment -Principal to review teacher's lesson plans next week -Principal to observe Mr. Gold again in 2 weeks
10/18 #3	2:15-2:30	1e 3b 3d	-Exemplar provided supported students' learning -Assessment questions provided evidence of student understanding/ misunderstanding -Use evidence gathered from students to differentiate learning tasks for struggling students	-Principal to meet with teacher to review samples of students' writing to assign groups for next week -Teacher to incorporate differentiated writing tasks into next week's lesson plans -Principal to review teacher's lesson plans next week