



Metropolitan School District of  
**WASHINGTON TOWNSHIP**  
"Superior Schools in a Supportive Community"

Nikki C. Woodson, Ph.D., *Superintendent*

**MSDWT Evaluator Brief**  
**August 15, 2017**

**Clear Out Old Pending approvals**

Please review your 2016-2017 pending items. Standard for Success indicates that several items are pending administration action from last school year.

This is not related to the teachers awaiting ISTEP results and Teacher Effectiveness Ratings from the state. It is possible that the items are errors on the teachers' part in submitting items for approval inadvertently. There may also be artifacts that are awaiting review or processing.

It is important to have all of the items cleared in the system.

If you have items that need approved or action and you have questions regarding how to appropriately process them, please use the Submit A Ticket feature in SFS and ask a technician for assistance.

**First Formal Announced**

Remember that the first Formal Observation requires the evaluator to announce the Observation within a 5 school day window.

You may conduct a Formal Observation at any time following the announcement to the teacher (and within the window). For example, you may announce on Monday that you will be conducting a Formal Observation between Tuesday and the following Monday, and conduct the Observation on Tuesday. It is not required to give a teacher a 5 day lead time before the window begins.

Informal Observations may be done at any time. Also, Informal Observations have no time limit. Informal Observations may be of any length longer than the guideline of 15-30 minutes. For example, you may conduct an Observation, unannounced, and the observation may be for longer than 30 minutes. This observation can be coded as Informal, and no Post Observation Conference is required.

All Formal Observations require a Post Observation Conference.

**Review Last Year's Scores, Scripts, and Notes**

We encourage evaluators to review teachers' previous years' Observation scripts, notes, and scores. This is a best practice for several reasons:

- It reminds the evaluator of areas that were addressed last year;
- It provides a new evaluator (new to the teacher) an idea of the classroom environment and items that were noticed by the previous evaluator;
- It gives context to the scores that were provided last year and increases the likelihood of consistency from year to year;
- It gives the evaluator information that will be helpful in the Post Observation Conference



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## Be in Classrooms Prior to Doing Observations

We recommend spending time in a teachers’ classroom prior to conducting an Observation. We know many evaluators have circulated classrooms and increase visibility to teachers and students during the first few days of school. However is a good practice to sit and observe for a few minutes so the teacher, especially the brand new teacher is used to the evaluator’s presence in the classroom.

It is also a good idea to send a follow up email or note, sharing a few things that you noticed and appreciated during your visit.

If it is not possible to get a note written, perhaps meet the teacher in the hallway during passing period or in between transitions and discuss something you saw in the classroom walk-through.

Just like relationship building is important between students and teachers, so too is it important between evaluators and teachers.

## Pre-Observation Forms

Remember, while Pre-Observation forms and Pre-Observation Conferences are optional according to our guidelines, they are encouraged and expected for teachers new to the District or new to the profession. Pre-Observation forms and Conferences are important steps to learn about the backgrounds and expectations of our new teachers. The information from this process provides context for the first Observation, provides a starting point for dialogue between the evaluator and teacher, and provides and opportunity to build a collegial relationship from the start.

Also, remember that the evaluator may require a Pre-Observation form or Conference or any teacher. If the evaluator believes that this process will improve the teachers’ practice, or that the previous years’ experience requires some additional guidance or support, it is completely within the evaluator’s role to require it.

In the same manner, if a teacher requests a Pre-Observation Conference or wishes to complete a form, the evaluator should accommodate that request. Again, this is an important step in helping the teacher improve his/her craft.