

## Observation & Feedback Self-Assessment & Resource Alignment

| <b>Domain 1: Observation, Written Feedback &amp; Prep for Conversation</b>   | <b>Connections to Feedback Conversations</b>  | <b>Core Skills</b>   | <b>Feedback to Feed Forward</b>           | <b>Learner-Focused Feedback</b>                             |
|--|---|--|---|---|
| RVL 1.A Are attributes addressed and are performance levels/claims clearly supported? Does evidence make sense in supporting the claim/rating? Can the teacher clearly understand the rating or claim? | Are statements structured around Claim-Connect with a balance of evidence? Aligned clearly to particular indicators or attributes/building teacher understanding of the district framework? | 1. Unpacking a Rubric<br>2. Describing Look-Fors<br>8. Analyzing Evidence Relevance<br>13. Determining Performance Level<br>14. Crafting a Claim Statement<br>20. Creating Clear Connections | Chapter 2<br>Strategies 1-6               | Chapters 1<br>Strategy 1<br><br>Chapter 3<br>Strategy 6 & 7 |
| RVL 1.B Are you missing evidence? Is the evidence just listed vs. promoting growth, supporting a claim and building teacher understanding?   | Can the teacher walk away understanding the rating or effectiveness?  | 3. Identifying Types of Data<br>4. Collecting Quantitative Data<br>5. Collecting Qualitative Data<br>6. Collecting Evidence of Student Learning  | Chapter 3<br>Strategies 7-16              | Chapters 2-5<br>Strategies 8-19                             |
| RVL 1.C Are you summarizing events vs. analyzing to show a teacher a cause/effect relationships?   | Is the learner/student at the center and are clear connections made about the teacher impact on engagement and learning?  | 10. Determining Student Engagement Levels<br>11. Determining Impact on Learning<br>12. Determining Impact on Engagement  | Chapter 4<br>Strategies 17-19             | Chapters 2-5<br>Strategies 8-19                             |
| RVL 1.D Are the areas of strength and growth clear based on how the teacher is impacting learners?   | Are areas of strength and areas of development clear and objective and defined by the instructional framework?  | 15. Recognizing Research-Based Strategies<br>16. Building on Instructional Strengths   | Chapter 5<br>Strategies 20-22             | Chapter 2<br>Strategies 2-5, 7                              |
| RVL.1D & F Is there a potential actionable next step for this teacher that is supported by evidence?   | Does the conversation result in goal-setting, action steps, and/or a plan based on the teacher's ZPD/meeting them where they are? An action step for the leader?                            | 17. Scaffolding Next Steps   | Chapter 6<br>Strategies 27-31             | (improved based on Chapters 2-5)                            |
| RVL 1.E Is the report objective?   |   | 7. Observing Objectively<br>9. Analyzing Objectively<br>18. Reviewing Feedback for Objectivity   | Chapter 3 & 6<br>Strategies 7-9,<br>23-26 | (improved based on Chapters 2-5)                            |
| RVL 1.F Could the written report stand alone as a learning tool? Have you prepared reflective questions?   | Are you utilizing varied & purposeful coaching approaches?  | 19. Composing Feedback Reports<br>20. Creating Clear Connections<br>21. Developing Reflective Questions  | Chapter 6                                 | Chapter 6   |
|  | Are you integrating/connecting school, dept, individual goals? Are you providing the big why or context and how the feedback aligns to the district framework expectations?                 | 1. Unpacking a Rubric<br>2. Describing Look-Fors<br>15. Recognizing Research-Based Strategies  | Strategies 1-3,<br>23-31                  | Chapter 2<br>Strategies 2-4<br>Chapter 3<br>Strategy 6      |