### Indicator 2.D: Teacher Observation and Feedback

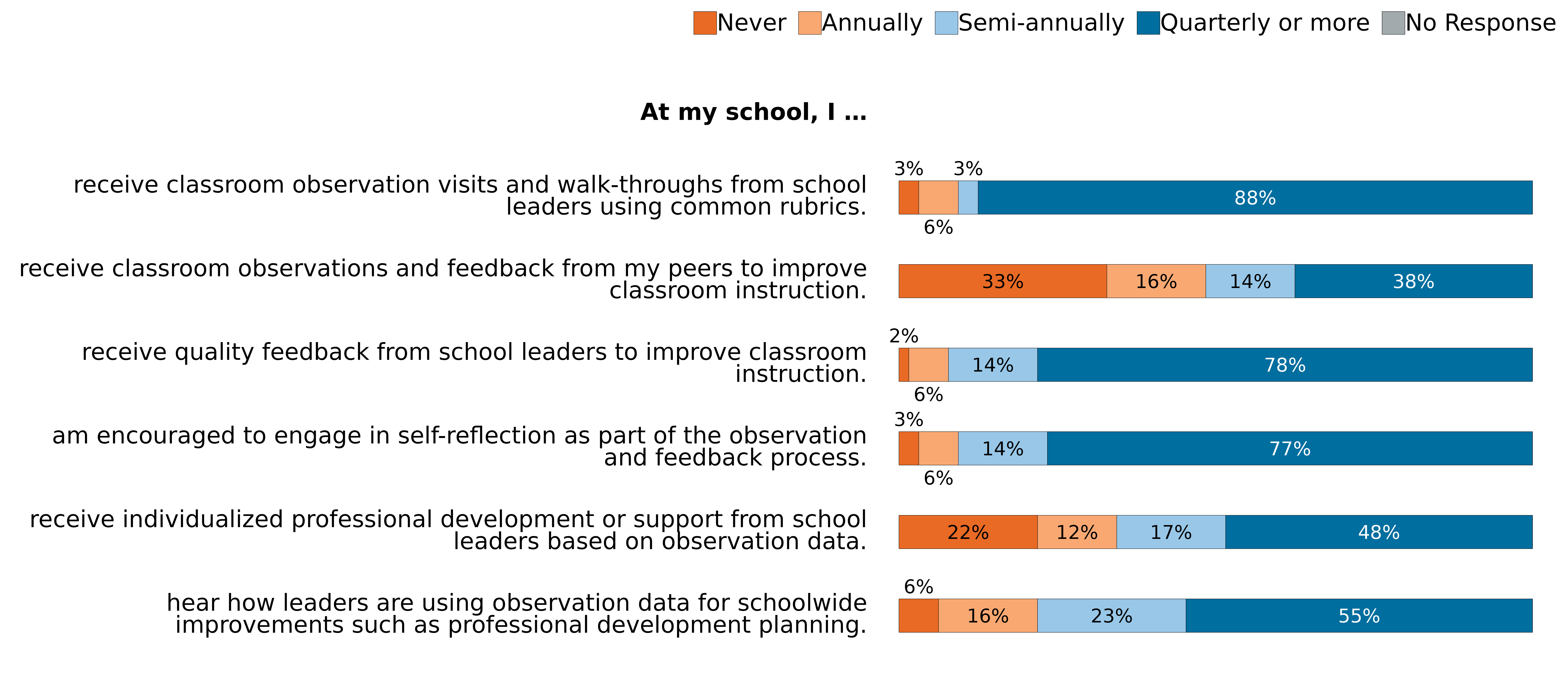


School leadership has established an adequate system for monitoring, observing, and providing feedback to improve instructional quality. Most teachers engage in a comprehensive observation and feedback process designed to encourage self-reflection and drive professional growth. School leadership not only adheres to the required observation and feedback systems and procedures but also conduct occasional classroom observations and walkthroughs with the aid of rubrics or protocols that align with educational standards. School leadership sometimes offers timely, pertinent, and actionable feedback to staff, and this feedback is used to inform general professional development needs and schoolwide instructional priorities.

#### OVERALL RATING SUMMARY:

Consistent with an established rating for this indicator, school leaders and staff have established a system for monitoring instructional quality. Most instructional staff regularly engage with administrators in a comprehensive evaluation and feedback process, and leaders conduct regular observations with the aid of common protocols.

#### STAFF SURVEY RESPONSE:



Indicator 2.D: Teacher observation and feedback (CONT.)

#### STAFF PERSPECTIVES:

* School leaders reported conducting regular walk-throughs to monitor teacher quality and collect data on the types teaching methods used by teachers. The majority of staff survey participants (88%) corroborated this report, indicating that they receive classroom observation visits and walk-throughs from school leaders at least quarterly.
* According to staff focus group participants, formal evaluative observations are scheduled on the basis of teachers' tenure and ratings. Participants agreed that his formal evaluation process using the Danielson model is through and beneficial for identifying areas for improvement.
* Staff shared mixed perspectives on the quality of feedback they receive through different avenues. Approximately three quarters of staff survey respondents (78%) reported they received quality feedback from school leaders to improve classroom instruction on at least a quarterly basis. However, staff focus group participants did not consistently find the feedback received through common rubrics or forms helpful for professional growth. Staff focus group participants also noted that frequent informal observations can be disruptive to classrooms and do not consistently contribute to instructional improvement.