

# Observation Cycle & PGS

2014-2015

# 3 Types of Teacher Observation

## Classroom Visits & Walk-throughs

- No district forms.
- Does not get entered into the Observation Cycle of PGS.
- No minimum or maximum.
- Can be used to monitor & give feedback for TIPs.

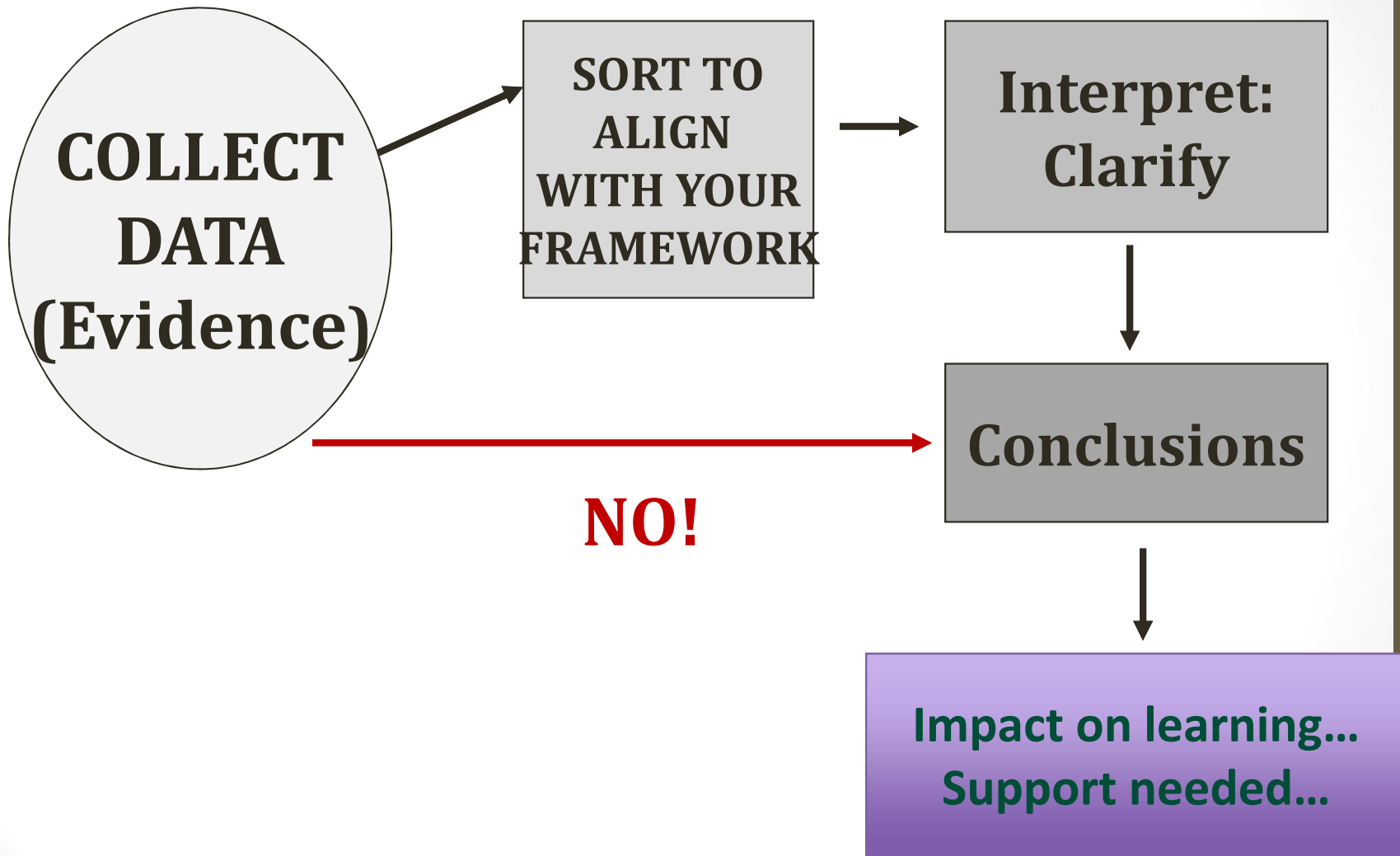
## Announced

- Pre Conference & Post Conference
- Observe Full Lesson
- Feedback & Rating in PGS

## Unannounced

- Post Conference - Optional
- Observe at least 20 minutes of Lesson *"I am here for your unannounced observation"*
- Feedback & Rating in PGS

# The Evidence Cycle



# Steps for the Announced

- Inform teacher in writing when the observation will take place.
- Schedule the pre conference
- Prepare pre conference questions
- Schedule the date & time for the observation
- Conduct the observation
- Schedule the post conference
- Have a reflective conversation during the post conference.
- Complete the information in PGS
- Share feedback with the teacher.

*Collect evidence from all 3 phases*

# Steps for the Unannounced

- Conduct the observation
- Schedule the post conference - Optional
- Complete the information in PGS
- Share feedback with the teacher.

*Collect evidence from the observation*

# Gather Evidence - Data

- Low Inference
- What do you see & hear

Examples:

- Teacher said “....” Student said” ....”
- 3 students shouted out the answer.
- Wait time to answer question was 20 seconds
- Teacher walked around the room and answered students question.
- Whole group portion of the lesson was 25 minutes.

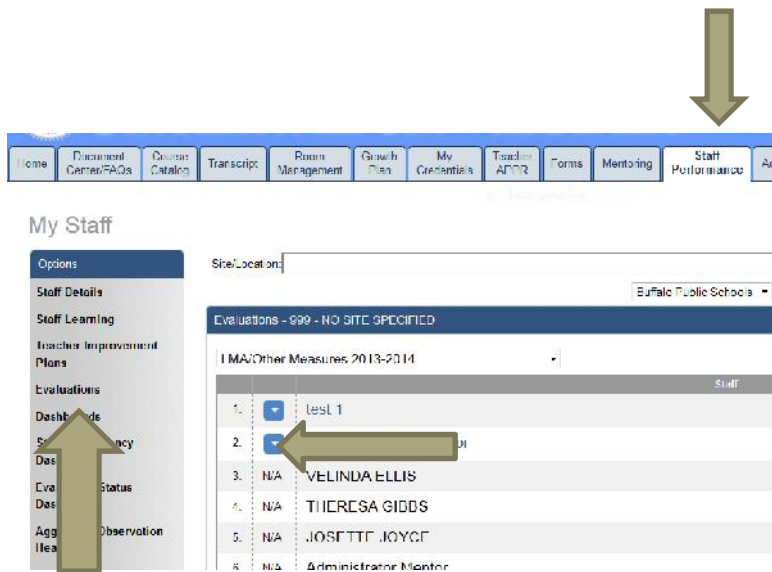
# Overview of Steps

- Collect evidence from all parts of the announced or unannounced observation
- Enter each piece of evidence as a separate note in the Observation Scoring of PGS.
- Tag the notes to the indicator to which it is evidence.
- Exit Notes
- Read the evidence collected for each indicator that is tagged.
- Process - *What does this mean?*
- Write a claim statement and impact statement.
- Rate HEDI

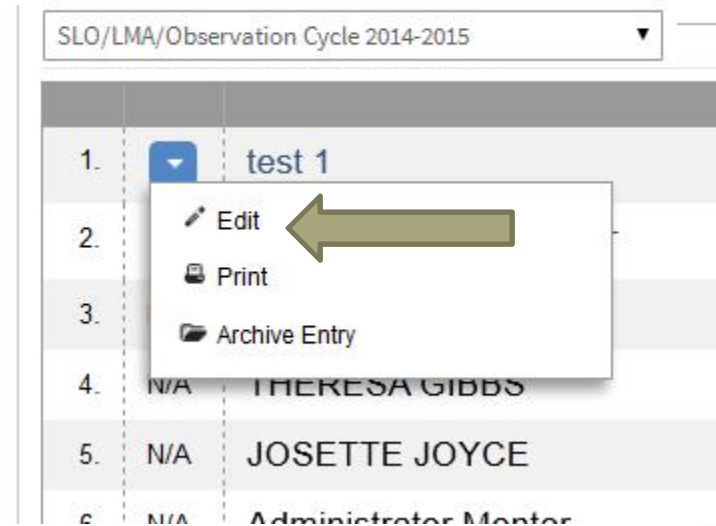
# PGS

## Recording & Rating the Observation

1 – Select *Staff Performance*



2 – Select *Evaluations*

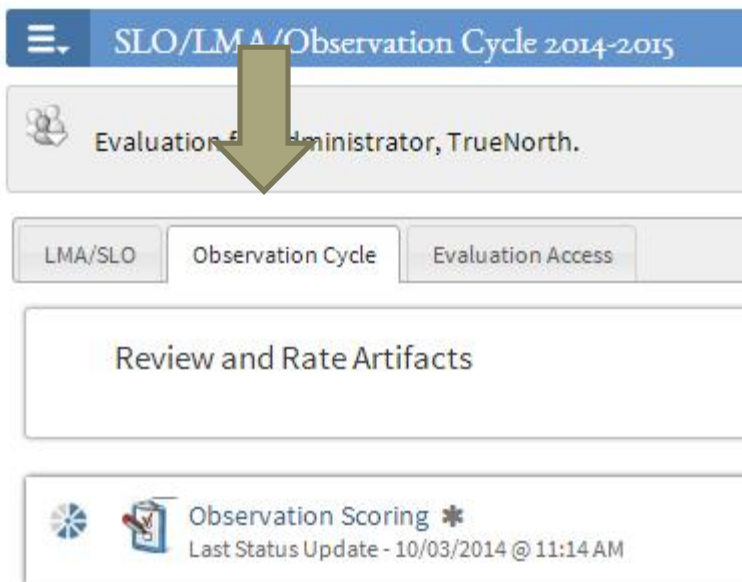


3 – Click on the *arrow* next to the teacher's name and select *Edit*.



# PGS

## Recording & Rating the Observation



SLO/LMA/Observation Cycle 2014-2015

Evaluation Administrator, TrueNorth.

LMA/SLO Observation Cycle Evaluation Access

Review and Rate Artifacts

Observation Scoring \*  
Last Status Update - 10/03/2014 @ 11:14 AM



Evaluations

Manage Plan

<< Back LMA/Other Measures 2013-2014

Print Plan **Observation Scoring**

for test 1

Menu	By	Created Date	Status	Shared	Standards
No information to display					

Start New

Element I development, and physical  
Describe character

4 - Under the *Observation Cycle* tab, select *Observation Scoring*.

5 – Click on *Start New*.  
Each Observation Cycle (announced or unannounced) requires you to *Start New*.

# PGS

## Recording the Observation

NYSUT Framework

Print Print Plan Save & Exit Observing:

NY Teaching

Enter Notes  
Hide

**Observation Details**  
Pre-Observation Date: - Not Set -  
Observation Date: - Not Set -  
Post-Observation Date: - Not Set -

Growch My Teacher Curriculum Materials Staff Administration My Reports PLO

**Edit Details**

**Observation Details**

Pre-Observation Date:  Reset

Observation Date:  Reset

Post-Observation Date:  Reset

Calendar

Oct 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

6 - Set the dates for all phases of the observation.

For an ANNOUNCED Observation – all dates need to be set.

For an UNANNOUNCED Observation – only the observation date needs to be set.

Select *Edit* and record the dates.

Click on *Save & Exit*.

# Language of the Standards

## Standards

*Summary statements*



***Knowledge of Students & Student Learning***

## Elements



**Element 1.1 Demonstrate knowledge of child and adolescent development including cognitive, language, social, emotional, and physical developmental levels.**

## Indicators

*With rubrics*



**A) Describes developmental characteristics of students**

Each Indicators observed will be rated.

**New this year (2014-15) Claim & Impact statements will be written at the Element level.**

# PGS

## Recording the Observation

Notes Library

Exit Notes

NY Teaching Standards - Buffalo - Observation Scoring

Add Filter Sort

No notes created

7-Click on *Add* to enter a note.

Exit Notes

NY Teaching Standards - Buffalo - Observation Scoring

Write the collected low inference evidence in this box.

Done Cancel

8- Type in low inference evidence.  
9- Use the *Add* button to add more evidences.

NY Teaching Standards - Buffalo - Observation Scoring

Next - Tag - Drill down to the indicator. Place a check in the box next to the indicator. Press "Done" after you list the evidence and tag.

Tags:

- Element 1.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-oriented instruction that motivates and engages students in learning.
- Aligns instruction to standards
- Uses research-based instruction
- Engages students
- Element 1.2 Teachers communicate clearly and accurately with students to

10 – Tag each note to the Rubric.  
*Exit Notes* when complete

NY Teaching Standards - Buffalo - Observation Scoring

Add Filter Sort

Edit Delete by: DAWN DINATALE (10/14/2013 06:50)

Next - Tag - Drill down to the indicator. Place a check in the box next

Edit Delete by: DAWN DINATALE (10/14/2013 06:48)

Write the collected low inference evidence in this box.

# PGS

## Rating the Observation

Your evidence will appear next to the indicator that was tagged in Notes.

- Sample from Standard 1 Element II

The screenshot displays the PGS interface for rating an observation. At the top left, the text "Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes." is circled. Below this, a rubric entry "Uses strategies to support learning and language acquisition" is shown with a "Select One" dropdown menu. Another rubric entry "Uses current research" is shown with a dropdown menu set to "Effective", also circled. A "Tagged Notes" section contains instructions: "Read all the evidence aligned to the element. Write your claim and impact statements. Ex: This is Element 1.2. Use the evidence from the indicators below to give feedback to the teacher. Rate each indicator with notes." A callout box on the right, titled "New Note", contains the text: "All low inference evidence will be recorded.", "Each piece of evidence will will aligned and tagged to the indicator.", and "Looking at the evidence observed - What indicator does this practice land?". A "New Note" button is visible at the bottom of the callout. A large green arrow points from the callout box to the "Tagged Notes" section, and another green arrow points from the "Tagged Notes" section to the "Effective" dropdown menu.

11 – Add Claims & Impact statements. Rate using the Rubric.

# PGS

## Rating the Observation

You can read the Rubric by clicking on *View Rubric*

Element 1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.



Read all the evidence aligned to the element.  
Write your claim and impact statements.  
Ex: This is Element 1.2. Use the evidence from the indicators below to give feedback to the teacher. Rate each indicator with notes.

Tagged Notes

Uses strategies to support learning and language acquisition [View Rubric](#)

Select One ▼

New Note

Uses current research [View Rubric](#)

Effective ▼

All low inference evidence will be recorded.

Each piece of evidence will be aligned and tagged to the indicator.

Looking at the evidence observed - What indicator does this practice land?

New Note



Ineffective	Developing	Effective	Highly Effective
Teacher is unable to cite current research to plan or explain instructional decisions.	Teacher cites limited or dated research to plan and explain instructional decisions.	Teacher cites current research to plan and explain instructional decisions.	Teacher cites current research to plan and explain instructional decisions and seeks out additional research to inform practice.

# Save often as you continue your work!!!!

NY Teaching Standards - Buffalo - C

Enter Notes Library Filter Sc

View

Save Changes

Final Observation Scoring for

Evaluator: DAWN DINATALE  
Assessment Date: 04/27/2014

NYSUT Framework

Print Print Plan Save & Exit Observing: C

Observation Details

Use the *Save Changes* while you work.

Use the *Save & Exit* when you need to Exit the PGS system.

# Other Functions.....

<< Back    View Feedback    Print Plan

LMA/Other Measures 2013-2014

## Observation Scoring

for test 1

Menu	By	Created Date	Status	Shared
1	DAWN DINATALE	10/14/2013	In Progress	

- Feedback
- Continue
- Delete
- Manage Files
- Notes

By selecting the arrow next to the observation, you can view feedback, continue your work, delete the observation or upload documents

To add documents, such as lesson plans, go to *Manage Files*. Click on *Attach New File*. Browse your computer to select.

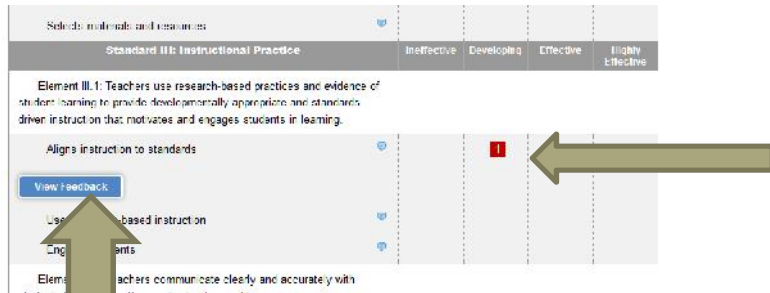
Attachments

Attach New File    The size of each file attached should not exceed 9.54MB

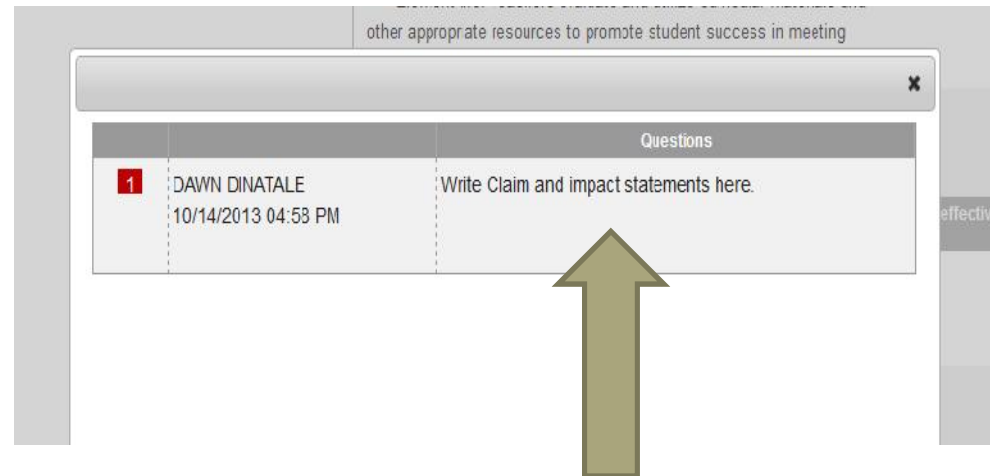
Filename	Last Action
There are no attachments.	



# PGS – Feedback



Select *Feedback* to view claim and impact statements.



# PGS – Sharing Feedback

Menu	By	Created Date	Status
1	DAWN DINATALE	04/27/2014	In Progress
2	[REDACTED]	04/28/2014	In Progress

<ul style="list-style-type: none"> <li>Feedback</li> <li>Continue</li> <li>Delete</li> <li>Share</li> <li>Finalize</li> <li>Manage Files</li> <li>Notes</li> </ul>
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Select *Share* to send to the teacher.  
 Click on *View Feedback* to see all comments and ratings. You can print a PDF however, not required.

## Evaluations

Manage Plan

<< Back   View Feedback   LMA/Other Measures 2013-2014

Print Plan

### Observation Scoring

for CHRISTINE HANNAN

Menu	By	Created Date	Status	Shared	Standard I: Know
1	DAWN DINATALE	04/27/2014	In Progress		Element I.1: Teachers demon including student's cognitive...

Final Observation Scoring for [REDACTED]

Download PDF   Export CSV

**Evaluator:** DAWN DINATALE  
**Assessment Date:** 04/27/2014  
**Rating:**

Standard I: Knowledge of Students and Student Learning	Rating	Claim and Impact	Evidence
Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.			
Describes and plans using knowledge of developmental characteristics of students	Select One		

# Completing the Cycle

tor

	Menu	By	Created Date	Status
1		<input checked="" type="checkbox"/> DAWN DINATALE	04/27/2014	In Progress
2		<input checked="" type="checkbox"/> HOLLY STALEY	04/28/2014	In Progress

Feedback

Continue

Delete

Share

Finalize ←

Manage Files

Notes

*NOTE: Each number represents an observation cycle. Each teacher requires a minimum of 2 observations per year.*

When you finish entering ALL evidences, writing statements & rating the observed indicators - Select *Finalize* .

You will not be able to edit, add or change any information once finalized.

**Complete** will show in the Status section for that observation cycle.

	Menu	By	Created Date	Status	Shared
1		<input checked="" type="checkbox"/> DAWN DINATALE	04/27/2014	In Progress	
2		<input checked="" type="checkbox"/> [REDACTED]	04/28/2014	Complete	



# Myths & Truths

I only collect evidences from the classroom visit.

*No – Evidence is collected from all phases of the Observation Cycle.*

I only rate indicators in Standards 3, 4 & 5.

*No – The evaluator is responsible for recording evidence and rating all standards during the Observation Cycle.*

I only rate 1 indicator for each standard.

*Not True – The evaluator rates all indicators that are observed, however, not all Indicators for every standard of the NYSUT Rubric.*

*I give my teacher the written feedback at the post conference*

*No – You will not finish all your feedback until after the post conference. Share feedback via PGS*

I upload my written feedback document.

*No – All feedback is written and shared in PGS using the observation cycle template.*

My teacher did not complete a SLO/LMA so I do not need to do any observations.

*No – If the teacher is a 3012c teacher you must complete observation requirements.*

My teacher was not a 3012c teacher all year, so I use the “old” form.

*Not True – If you completed a non 3012c evaluation form for the first semester, complete at least 1 obs. in PGS during the second semester.*

My teacher was hired after school started or was out on leave during the school year.

*Make every attempt to complete both required observations in PGS.*

Observation Components

Contact Dawn DiNatale

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870-5458

PGS Technical Issues

email the PGS Help Desk

Questions???????????