Framework Overview

The observation framework establishes a structured cycle of professional practice to ensure consistency, clarity, and alignment across roles. The number of observations identified represents the **minimum expectation** based on role and employment status.

For classroom teachers, the two or three round model reflects the instructional cycle of planning, implementation, and impact. For Teacher Specialists (Type I and Type II), the one or three round model reflects a systems-based cycle of planning, service delivery, monitoring, and evaluation of impact.

Additional observations may occur to support professional growth, provide targeted feedback, or gather further evidence of practice. These may be **requested by the educator or determined by the observer** based on identified needs or areas of focus. All observations remain aligned to the established framework, goals, and professional responsibilities.

Observers will ensure clear communication of timelines, focus areas, expectations, and the purpose of any additional observations, including their connection to professional growth.

This approach ensures the observation process remains consistent, flexible, transparent, and focused on continuous improvement and measurable outcomes, reflecting an ongoing, evidence-based understanding of professional practice over time.

Observations consist of at least 30 minutes
October 31st Corrective Action Plan, Improvement Plan; Professional Development Plan, Student/Program Growth Objectives/Administrator/Cabinet Goals
February 15th will be used as a cutoff date to determine Year 1-4 guidelines of observation status
February 15th will be used as a cutoff date for making final adjustments to Student/Program Growth Objectives/Administrator/Cabinet Goals

Observer Quick-Reference
- Before: Review roster, schedule, job description, goals, and required documents (guidebook, training resources, etc.)
- During: Collect objective evidence aligned to the rubric and required forms.
- After: Verify post-conference, documentation, signatures, and dashboard status.
- Always: Communicate timelines, focus areas, expectations, and follow-up clearly.

Evaluation Preparation

Ensure observers are assigned, track completion of the observation schedule, and communicate timelines to staff.

Phase and Purpose	Leader / Observer Actions (Ownership)	Staff Actions (Ownership)	Aligned Round
1. System Setup and Readiness: Confirm readiness and establish system foundations	**A. Training and System Access:** ☐ Complete required training and refresher ☐ Verify all observers and staff received required training prior to observation ☐ Secure rubric, Annual Evaluation Schedule, and required materials ☐ Confirm training and materials align to evaluation expectations prior to implementation **B. Staff and System Setup:** ☐ Review staff roster, vacancies, LOAs, schedules, caseloads, and job descriptions ☐ Identify staff groups (tenured, non-tenured, CAP, new hires, etc.) ☐ Onboard newly hired staff within 20 workdays (rudiments for success) ☐ Verify staff assignments, roles, and system access are accurate and aligned before proceeding **C. Leadership Team Alignment:** ☐ Schedule Leadership Team meeting ☐ Establish shared understanding of expectations ☐ Calibrate understanding of patterns (isolated, emerging, persistent) ☐ Calibrate support continuum (Blue, Green, Yellow, Red) ☐ Ensure leadership alignment on expectations, patterns, and supports before, during and after data analysis **D. Data Analysis and Pattern Identification:** ☐ Analyze observation evidence, PDPs, School Plans, and prior data ☐ Identify patterns (isolated, emerging, persistent) ☐ Verify multiple data sources align to identified patterns before determining supports **E. Support Alignment and Planning:** ☐ Determine the who/how of staff support level (Blue, Green, Yellow, Red) ☐ Align support actions (coaching, modeling, CAP if applicable) ☐ Document support decisions and next steps (observation schedule) ☐ Confirm support decisions align to data, patterns, and system expectations before implementation	**A. Training and Readiness:** ☐ Register/complete required training prior to observation ☐ Review evaluation rubric, job description, instructional/program model. and expectations ☐ Confirm understanding of evaluation process ☐ Ensure understanding aligns to expectations for successful evaluation **B. System Access:** ☐ Verify access to required systems (SIS, evaluation platform, data systems) ☐ Access schedule, review, verify roster, and assigned responsibilities ☐ Confirm system access and assignments are accurate and aligned **C. Professional Readiness:** ☐ Review assigned role, caseload, or course responsibilities ☐ Begin organizing evidence/artifacts aligned to role ☐ Prepare for participation in evaluation process ☐ Ensure readiness aligns to role expectations and evaluation requirements ☐ Schedule time with immediate supervisor to fully examine instructional or program model (new hire, newly transferred, returning from LOA, etc.)	Before Round 1

Phase and Purpose	Leader / Observer Actions	Staff Actions (Ownership)	Aligned Round
2. Leadership Planning and Assignment: Establish observation structure, assign responsibilities, and align expectations for implementation	**A. Observer Assignment and Structure:** ☐ Assign observers and co-observers to staff ☐ Balance workload across observers ☐ Confirm observer capacity and coverage ☐ Ensure assignments align to staff role, setting, and program model **B. Observation Schedule and Timeline:** ☐ Establish observation schedule aligned to Annual Evaluation Schedule ☐ Align observation windows to district expectations and requirements ☐ Ensure timelines are clear, feasible, and consistently applied across staff **C. Component and System Alignment:** ☐ Align observation focus to domains/components by round ☐ Confirm requirements (Growth Objectives, PDPs, pre/post conferences) ☐ Ensure alignment to district goals, instructional priorities, and program models ☐ Verify observation structure aligns to expectations before implementation **D. System Coordination and Communication Planning:** ☐ Develop communication plan for staff (timelines, expectations, process) ☐ Prepare tracking tools for monitoring completion, compliance, and progress ☐ Document observation plan and expectations for implementation ☐ Confirm system readiness and consistency across observers prior to rollout	**A. Assignment Awareness:** ☐ Review assigned observer(s) ☐ Confirm understanding of observation structure, expectations, and timelines ☐ Ensure understanding aligns to role, setting, and program model **B. Goal Alignment:** ☐ Begin aligning Growth Objectives/PDPs to student needs, role responsibilities, and instructional/program model ☐ Review prior data to inform goal development ☐ Ensure goals align to district priorities and expectations **C. Preparation for Implementation:** ☐ Organize initial materials and evidence aligned to planning components and role expectations ☐ Prepare to engage in observation and goal-setting process ☐ Confirm readiness aligns to expectations for implementation of observation cycle	Round 1

Phase and Purpose	Leader and Observer Actions	Staff Actions (Ownership)	Aligned Round
3. Communication and Staff Readiness: Communicate expectations, confirm understanding, and ensure staff readiness for implementation of the observation process	**A. System Communication and Expectations:** ☐ Communicate observation schedule timelines and expectations to all staff ☐ Communicate observer assignments and roles ☐ Provide guidance on observation process required components and expectations ☐ Align all communication to Annual Evaluation Schedule and district expectations **B. Goal and Requirement Verification:** ☐ Ensure staff complete and submit Growth Objectives and Professional Development Plans within required timelines ☐ Review Growth Objectives and Professional Development Plans (connection to observation) for alignment to student needs, role responsibilities and instructional or program model ☐ Provide feedback and require revisions until alignment is met ☐ Verify goals align to district priorities prior to implementation **C. Staff Readiness Monitoring:** ☐ Confirm staff understanding of observation process expectations and timelines ☐ Monitor readiness of new hires transfers and staff returning from leave of absence ☐ Verify completion of required training prior to observation ☐ Provide clarification and support to ensure readiness across all staff **D. System Readiness and Consistency:** ☐ Verify communication goals and staff readiness align to system expectations prior to implementation ☐ Ensure consistency in expectations and messaging across observers ☐ Confirm readiness for implementation of observation cycle	**A. Communication Review and Understanding:** ☐ Review observation schedule timelines and assigned observer ☐ Confirm understanding of observation process expectations and requirements ☐ Ensure understanding aligns to role setting and instructional or program model **B. Goal Completion and Alignment:** ☐ Complete and submit Student Growth Objectives and Professional Development Plans within required timelines ☐ Align Growth Objective to student needs role responsibilities and instructional or program model ☐ Revise goals based on feedback until alignment is met **C. Readiness for Implementation:** ☐ Complete required training prior to observation ☐ Prepare materials plans and evidence aligned to observation components ☐ Confirm readiness to engage in observation process aligned to expectations ☐ Seek clarification when expectations are not clear within a timely manner	Round 1

Phase and Purpose	Leader and Observer Actions	Staff Actions (Ownership)	Aligned Round
4. Pre-Observation Preparation: Finalize observation focus and complete pre-conference prior to observation	**A. Pre Conference:** ☐ Conduct preconference for announced observations ☐ Review lesson or service plan including learning objectives, instructional strategies, and assessment, etc., ☐ Confirm alignment to standards and observation focus **B. Observation Focus:** ☐ Gather relevant data sets from multiple sources to provide context and relevance☐ Identify standards and indicators to be observed for the given round ☐ Identify objective evidence to be collected including staff practice, student actions and student outcomes	**A. Pre Conference Participation:** ☐ Complete and participate in pre-conference process ☐ Describe lesson or service plan including objectives, strategies, student outcomes, and assessment ☐ Clarify focus for observation based on the given round **B. Observation Readiness:** ☐ Prepare materials and plans aligned to observation focus	Round 1 and Round 2

Phase and Purpose	Leader and Observer Actions	Staff Actions (Ownership)	Aligned Round
5. Observation Cycle Monitoring: Conduct observation, collect objective evidence, and monitor implementation to ensure completion accuracy, progress, and accountability within the evaluation process	**A. Observation Execution:** ☐ Conduct observation aligned to identified focus standards and indicators ☐ Maintain pacing and scope aligned to curriculum or program expectations ☐ Observe staff practice and student engagement within the instructional or program setting **B. Evidence Collection:** ☐ Collect objective and specific evidence of staff practice student actions and student outcomes ☐ Collect quantitative and qualitative evidence during observation ☐ Capture authentic examples including observable actions and direct statements ☐ Assign evidence to appropriate standards and indicators **C. Evidence Organization and Alignment:** ☐ Organize collected evidence aligned to standards and indicators ☐ Ensure evidence is objective specific and accurately assigned ☐ Maintain record of quantitative and qualitative evidence across observations **D. System Monitoring and Accountability:** ☐ Monitor completion of observation rounds aligned to timelines ☐ Verify all staff are observed according to requirements including tenured non tenured new hires and staff on plans ☐ Monitor progress of Growth Objective and Professional Development Plans ☐ Review status of Corrective Action Plan (CAP) and other support plans where applicable ☐ Verify required signatures are completed for observation conferences Growth Objective plans, PDP, and support plans ☐ Ensure observations are conducted using correct tools and within correct settings ☐ Identify gaps inconsistencies or delays in observation and evaluation process ☐ Take action to address incomplete observations lack of accountability or misalignment	**A. Observation Participation:** ☐ Facilitate observation process within instructional or program setting ☐ Implement lesson or service plan aligned to identified focus ☐ Demonstrate practice aligned to expectations and instructional or program model **B. Evidence Visibility:** ☐ Demonstrate observable staff actions and student engagement during observation ☐ Ensure student learning or program outcomes are visible through practice ☐ Provide access to materials and evidence when requested **C. Reflection and Accountability:** ☐ Reflect on lesson or service delivery following observation ☐ Monitor progress toward Growth Objective, PDP, and identified goals ☐ Complete required acknowledgments and signatures for observation and evaluation process ☐ Prepare to engage in feedback conversation using evidence	Round 1 Round 2 and Round 3

Phase and Purpose	Leader and Observer Actions	Staff Actions (Ownership)	Aligned Round
6. Feedback and Reflective Dialogue: Provide evidence-based feedback, engage in reflective dialogue, and establish action steps to improve practice	**A. Evidence Review and Interpretation:** ☐ Review observation evidence and related data including student performance and prior observations ☐ Identify strengths and area for professional growth based on aligned evidence ☐ Prepare targeted questions to guide reflective dialogue **B. Feedback Conference Execution:** ☐ Conduct post observation conference within required timelines ☐ Provide evidence based praise aligned to observed strengths ☐ Use targeted questions to inquire and prompt reflection ☐ Guide staff member to confirm area for growth ☐ Collaboratively establish action step aligned to evidence and expected outcomes **C. Feedback Documentation:** ☐ Document evidence, praise, area for growth, and action step ☐ Ensure written feedback aligns to domain and component ☐ Incorporate clarifications or additional evidence shared during conference **D. Action Step Implementation Planning:** ☐ Establish clear expectations for action step implementation ☐ Define timeline for follow-up and monitoring	**A. Reflection and Engagement:** ☐ Review observation evidence and feedback ☐ Reflect on observed practice including strengths and area for growth ☐ Engage in reflective dialogue using evidence **B. Action Step Development:** ☐ Collaborate to establish action step aligned to area for growth or PDP ☐ Clarify expectations for implementation **C. Implementation Readiness:** ☐ Prepare to implement action step in practice ☐ Monitor impact of action step on student learning or program outcomes	Round 1 Round 2 and Round 3

Phase and Purpose	Leader and Observer Actions	Staff Actions (Ownership)	Aligned Round
7. Follow Up, Monitoring and Continuous Improvement: Monitor implementation of action steps, evaluate impact and use evidence to inform continuous improvement system alignment and final evaluation outcomes	**A. Action Step Monitoring:** ☐ Monitor implementation of action step in practice ☐ Conduct follow up observations or check ins aligned to action step ☐ Collect evidence of changes in staff practice student actions and student outcomes **B. Impact Evaluation:** ☐ Review evidence to determine effectiveness of action step ☐ Analyze changes in student learning or program outcomes ☐ Compare evidence across observations and data sources to determine progress over time ☐ Determine if action step resulted in improvement aligned to expectations **C. Pattern Identification and Decision Making:** ☐ Analyze patterns across observations staff members and data sources ☐ Identify trends in strengths and areas for growth ☐ Determine if patterns are isolated emerging or persistent ☐ Use patterns to inform support decisions including continuation modification or escalation of supports **D. System Level Monitoring and Adjustment:** ☐ Evaluate consistency of implementation across observers settings and staff groups ☐ Identify system level strengths and gaps in observation and evaluation process ☐ Adjust supports expectations or processes based on findings ☐ Ensure alignment to district goals priorities and evaluation expectations **E. Finalization and Accountability:** ☐ Verify completion of **all** required observations conferences and evaluation components ☐ Verify progress and completion of Growth Objective and Professional Development Plans ☐ Review status and outcomes of Corrective Action Plan and other support plans ☐ Confirm all required signatures and acknowledgments are completed ☐ Ensure documentation is complete accurate and aligned for summative evaluation outcomes	**A. Action Step Implementation:** ☐ Implement agreed upon action step in practice ☐ Apply feedback to improve instructional or program delivery ☐ Adjust practice based on reflection and feedback **B. Reflection and Impact Awareness:** ☐ Reflect on changes in practice following implementation of action step ☐ Monitor impact on student learning or program outcomes ☐ Identify areas of continued growth or needed adjustment **C. Ongoing Engagement and Accountability:** ☐ Participate in follow up discussions or observations ☐ Continue to refine practice based on evidence and feedback ☐ Complete required acknowledgments and signatures for evaluation process	Round 2 and Round 3 and Summative

Observation Framework Summary

Teacher Framework	Teacher Specialist Type I	Teacher Specialist Type II
Domain 1 – Planning and Preparation	**Domain 1 – Planning and Preparation**	**Domain 1 – Planning and Preparation**
1a Applying Knowledge of Content and Pedagogy	1a Knowledge of Students and Individual Plans	1a Knowledge of Students, Learning Environment, and Support Programs
1b Knowing and Valuing Students	1b Knowledge of Role-Specific Practices	1b Knowledge of Climate, Culture, and Student Support Systems
1c Setting Instructional Outcomes	1c Goal Setting Aligned to Student Needs	1c Goal Setting Aligned to Student Needs and District Priorities
1d Using Resources Effectively	1d Preparation of Materials, Tools, and Systems	1d Use of Data Systems, Tools, and Resources
1e Planning Coherent Instruction	1e Compliance with Federal, State, and Local Requirements	1e Compliance, Timeliness, and Documentation Integrity
1f Designing and Analyzing Assessments	1f. Evidence Design and Outcome Measures	1f. Review of Support Systems and Impact
Domain 2 – Learning Environments	**Domain 2 – Service Environment and Professional Practice**	**Domain 2 – Culture, Collaboration, and Climate Leadership**
2a Cultivating Respectful and Affirming Environments	2a Safe, Respectful, and Inclusive Service Environment	2a Creating a Culture of Respect, Trust, and Shared Responsibility
2b Fostering a Culture for Learning	2b Establishing and Maintaining Routines and Procedures	2b Collaboration and Continuous Improvement Structures
2c Maintaining Purposeful Environments	2c Managing Time, Space, and Caseload	2c Advancing Equity, Access, and Inclusive Support Practices
2d Supporting Positive Student Behavior	2d Professional Boundaries and Ethical Conduct	2d Communication and Coordination Systems
2e Organizing Spaces for Learning	2e Organizing Service Space and Access to Supports	2e Organizing Service Space and Access to Supports
Domain 3 – Learning Experiences	**Domain 3 – Service Delivery and Student Impact**	**Domain 3 – Delivery of Support and Coaching**
3a Communicating About Purpose and Content	3a Responsiveness to Student Needs	3a Using Multi-Source Evidence to Guide Coaching and Support
3b Using Questioning and Discussion Techniques	3b Use of Evidence-Based Practices	3b Providing Actionable, Evidence-Based Support and Feedback
3c Engaging Students in Learning	3c Engagement of Students and Families	3c Goal Setting for Instructional Leadership (implementation and alignment)
3d Using Assessment for Learning	3d Monitoring Progress and Adjusting Services	3d Leading Professional Learning and Coaching Cycles
3e Responding Flexibly to Student Needs	3e Documentation of Service Delivery and Outcomes	3e Monitoring and Adjusting Instructional Support Based on Impact
Domain 4 – Principled Teaching	**Domain 4 – Professional Responsibility and Collaboration**	**Domain 4 – Professional Responsibility, Systems, and Results**
4a Engaging in Reflective Practice	4a Accurate Documentation Reporting and Integrity	4a Reflecting on Practice and Impact
4b Documenting Student Progress	4b Collaboration with Staff and Families	4b Maintaining Accurate, Timely, and Ethical Records and Data Systems
4c Engaging Families and Communities	4c Advocacy for Students and Equity	4c Communicating and Collaborating with Stakeholders
4d Contributing to School Community and Culture	4d Reflection on Practice and Professional Learning	4d Engaging in Professional Growth and Leadership Contribution
4e Growing and Developing Professionally	4e Contribution to School Culture and Improvement	4e Demonstrating Professional Conduct and Ethical Leadership
4f Acting in Service of Students	4f Using Evidence of Outcomes to Guide Continuous Improvement	4f Using Evidence to Demonstrate Results and Guide Continuous Improvement

Observation Framework Summary (Weights)

Teacher Framework	Teacher Specialist Type I	Teacher Specialist Type II
Domain 1 – Planning and Preparation	**Domain 1 – Planning and Preparation**	**Domain 1 – Planning and Preparation**
1a Applying Knowledge of Content and Pedagogy **(2)**	1a Knowledge of Students and Individual Plans **(2)**	1a Knowledge of Students, Learning Environment, and Support Programs **(2)**
1b Knowing and Valuing Students **(2)**	1b Knowledge of Role-Specific Practices **(2)**	1b Knowledge of Climate, Culture, and Student Support Systems **(2)**
1c Setting Instructional Outcomes **(2)**	1c Goal Setting Aligned to Student Needs **(2)**	1c Goal Setting Aligned to Student Needs and District Priorities **(2)**
1d Using Resources Effectively **(1)**	1d Preparation of Materials, Tools, and Systems **(1)**	1d Use of Data Systems, Tools, and Resources **(1)**
1e Planning Coherent Instruction **(2)**	1e Compliance with Federal, State, and Local Requirements **(1)**	1e Compliance, Timeliness, and Documentation Integrity **(1)**
1f Designing and Analyzing Assessments **(2)**	1f Evidence Design and Outcome Measures **(2)**	1f Evaluation of Support Systems and Impact **(2)**
Domain 2 – Learning Environments	**Domain 2 – Service Environment and Professional Practice**	**Domain 2 – Culture, Collaboration, and Climate Leadership**
2a Cultivating Respectful and Affirming Environments **(2)**	2a Safe, Respectful, and Inclusive Service Environment **(2)**	2a Creating a Culture of Respect, Trust, and Shared Responsibility **(2)**
2b Fostering a Culture for Learning **(2)**	2b Establishing and Maintaining Routines and Procedures **(2)**	2b Collaboration and Continuous Improvement Structures **(2)**
2c Maintaining Purposeful Environments **(2)**	2c Managing Time, Space, and Caseload **(2)**	2c Advancing Equity, Access, and Inclusive Support Practices **(2)**
2d Supporting Positive Student Behavior **(2)**	2d Professional Boundaries and Ethical Conduct **(1)**	2d Communication and Coordination Systems **(1)**
2e Organizing Spaces for Learning **(2)**	2e Organizing Service Space and Access to Supports **(2)**	2e Organizing Service Space and Access to Supports **(2)**
Domain 3 – Learning Experiences	**Domain 3 – Service Delivery and Student Impact**	**Domain 3 – Delivery of Support and Coaching**
3a Communicating About Purpose and Content **(3)**	3a Responsiveness to Student Needs **(3)**	3a Using Multi-Source Evidence to Guide Coaching and Support **(3)**
3b Using Questioning and Discussion Techniques **(3)**	3b Use of Evidence-Based Practices **(3)**	3b Providing Actionable, Evidence-Based Support and Feedback **(3)**
3c Engaging Students in Learning **(3)**	3c Engagement of Students and Families **(3)**	3c Goal Setting for Instructional Leadership (implementation and alignment) **(3)**
3d Using Assessment for Learning **(3)**	3d Monitoring Progress and Adjusting Services **(3)**	3d Leading Professional Learning and Coaching Cycles **(3)**
3e Responding Flexibly to Student Needs **(3)**	3e Documentation of Service Delivery and Outcomes **(3)**	3e Monitoring and Adjusting Instructional Support Based on Impact **(3)**
Domain 4 – Principled Teaching	**Domain 4 – Professional Responsibility and Collaboration**	**Domain 4 – Professional Responsibility, Systems, and Results**
4a Engaging in Reflective Practice **(2)**	4a Accurate Documentation, Reporting, and Integrity **(1)**	4a Reflecting on Practice and Impact **(2)**
4b Documenting Student Progress **(1)**	4b Collaboration with Staff and Families **(2)**	4b Maintaining Accurate, Timely, and Ethical Records and Data Systems **(1)**
4c Engaging Families and Communities **(2)**	4c Advocacy for Students and Equity **(2)**	4c Communicating and Collaborating with Stakeholders **(2)**
4d Contributing to School Community and Culture **(1)**	4d Reflection on Practice and Professional Learning **(2)**	4d Engaging in Professional Growth and Leadership Contribution **(1)**
4e Growing and Developing Professionally **(2)**	4e Contribution to School Culture and Improvement **(2)**	4e Demonstrating Professional Conduct and Ethical Leadership **(1)**
4f Acting in Service of Students **(3)**	4f Using Evidence of Outcomes to Guide Continuous Improvement **(3)**	4f Using Evidence to Demonstrate Results and Guide Continuous Improvement **(3)**

***Note**- Components are rated in their assigned round. A component not observed in its assigned round is not penalized and is rated in a later observation within the same evaluation year. The Department of Accountability verifies completion after each round and notifies staff of any component not yet rated. All components must be rated before the Summative Conference.

Framework Chart: Observation Rounds and Weights (Non-Tenured)

Observation Round	Timeline	Evaluation Focus	Components Observed: Teacher	Components Observed: Teacher Specialist Type I	Components Observed: Teacher Specialist Type II
Round 1	Nov 23rd	Planning, Preparation, Compliance Systems	1a Applying Knowledge of Content and Pedagogy **(2)** 1b Knowing and Valuing Students **(2)** 1c Setting Instructional Outcomes **(2)** 1d Using Resources Effectively **(1)** 1e Planning Coherent Instruction **(2)** 1f Designing and Analyzing Assessments **(2)** 2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2e Organizing Spaces for Learning **(2)**	1a Knowledge of Students and Individual Plans **(2)** 1b Knowledge of Role-Specific Practices **(2)** 1c Goal Setting Aligned to Student Needs **(2)** 1d Preparation of Materials, Tools, and Systems **(1)** 1e Compliance with Federal, State, and Local Requirements **(1)** 1f Evidence Design and Outcome Measures **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2e Organizing Service Space and Access to Supports **(2)**	1a Knowledge of Students, Learning Environment, and Support Programs **(2)** 1b Knowledge of Climate, Culture, and Student Support Systems **(2)** 1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 1d Use of Data Systems, Tools, and Resources **(1)** 1e Compliance, Timeliness, and Documentation Integrity **(1)** 1f Review of Support Systems and Impact **(2)** 2a Creating a Culture of Respect, Trust, and Shared Responsibility **(2)** 2b Collaboration and Continuous Improvement Structures **(2)** 2e Organizing Service Space and Access to Supports **(2)**
Round 2	Jan 29th	Service Delivery, Mid-Year Adjustments	2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2d Supporting Positive Student Behavior **(2)** 3a Communicating About Purpose and Content **(3)** 3b Using Questioning and Discussion Techniques **(3)** 3c Engaging Students in Learning **(3)**	1c Goal Setting Aligned to Student Needs **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2d Professional Boundaries and Ethical Conduct **(1)** 3a Responsiveness to Student Needs **(3)** 3b Use of Evidence-Based Practices **(3)**	1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 2c Advancing Equity, Access, and Inclusive Support Practices **(2)** 2d Communication and Coordination Systems **(1)** 3a Using Multi-Source Evidence to Guide Coaching and Support **(3)** 3b Providing Actionable, Evidence-Based Support and Feedback **(3)** 3c Goal Setting for Instructional Leadership **(3)**
Round 3	Mar 12th	Monitoring Impact, Outcomes, Professional Contribution	3c Engaging Students in Learning **(3)** 3d Using Assessment for Learning **(3)** 3e Responding Flexibly to Student Needs **(3)** 4a Engaging in Reflective Practice **(2)** 4b Documenting Student Progress **(1)** 4c Engaging Families and Communities **(2)** 4d Contributing to School Community and Culture **(1)** 4e Growing and Developing Professionally **(2)** 4f Acting in Service of Students **(3)**	3c Engagement of Students and Families **(3)** 3d Monitoring Progress and Adjusting Services **(3)** 3e Documentation of Service Delivery and Outcomes **(3)** 4a Accurate Documentation, Reporting, and Integrity **(1)** 4b Collaboration with Staff and Families **(2)** 4c Advocacy for Students and Equity **(2)** 4d Reflection on Practice and Professional Learning **(2)** 4e Contribution to School Culture and Improvement **(2)** 4f Using Evidence of Outcomes to Guide Continuous Improvement **(3)**	3c Goal Setting for Instructional Leadership (progress review) **(3)** 3d Leading Professional Learning and Coaching Cycles (implementation verification) **(3)** 3e Monitoring and Adjusting Instructional Support Based on Impact (impact review) **(3)** 4a Reflecting on Practice and Impact **(2)** 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems **(1)** 4c Communicating and Collaborating with Stakeholders **(2)** 4d Engaging in Professional Growth and Leadership Contribution **(1)** 4e Demonstrating Professional Conduct and Ethical Leadership **(1)** 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement **(3)**
Summative Conference	Apr 15th		Required for "Rated Year"	Required for "Rated Year"	Required for "Rated Year"

***Note-** Sustained implementation and impact verification: Evidence includes documentation of service delivery, monitoring of progress, analysis of outcomes, and professional reflection, confirming the continuity and effectiveness of practices established in earlier rounds

Framework Chart: Observation Rounds and Weights (Tenured)

Observation Round	Timeline	Evaluation Focus	Components Observed: Teacher	Components Observed: Teacher Specialist Type I	Components Observed: Teacher Specialist Type II
Round 1	Dec 18th	Planning, Preparation, Compliance Systems	1a Applying Knowledge of Content and Pedagogy **(2)** 1b Knowing and Valuing Students **(2)** 1c Setting Instructional Outcomes **(2)** 1d Using Resources Effectively **(1)** 1e Planning Coherent Instruction **(2)** 1f Designing and Analyzing Assessments **(2)** 2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2d Supporting Positive Student Behavior **(2)** 2e Organizing Spaces for Learning **(2)**	1a Knowledge of Students and Individual Plans **(2)** 1b Knowledge of Role-Specific Practices **(2)** 1c Goal Setting Aligned to Student Needs **(2)** 1d Preparation of Materials, Tools, and Systems **(1)** 1e Compliance with Federal, State, and Local Requirements **(1)** 1f Evidence Design and Outcome Measures **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2d Professional Boundaries and Ethical Conduct **(1)** 2e Organizing Service Space and Access to Supports **(2)**	1a Knowledge of Students, Learning Environment, and Support Programs **(2)** 1b Knowledge of Climate, Culture, and Student Support Systems **(2)** 1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 1d Use of Data Systems, Tools, and Resources **(1)** 1e Compliance, Timeliness, and Documentation Integrity **(1)** 1f Review of Support Systems and Impact **(2)** 2a Creating a Culture of Respect, Trust, and Shared Responsibility **(2)** 2b Collaboration and Continuous Improvement Structures **(2)** 2c Advancing Equity, Access, and Inclusive Support Practices **(2)** 2d Communication and Coordination Systems **(1)** 2e Organizing Service Space and Access to Supports **(2)**
Round 2	Mar 12th	Sustained Implementation, Impact, and Professional Contribution	3a Communicating About Purpose and Content **(3)** 3b Using Questioning and Discussion Techniques **(3)** 3c Engaging Students in Learning **(3)** 3d Using Assessment for Learning **(3)** 3e Responding Flexibly to Student Needs **(3)** 4a Engaging in Reflective Practice **(2)** 4b Documenting Student Progress **(1)** 4c Engaging Families and Communities **(2)** 4d Contributing to School Community and Culture **(1)** 4e Growing and Developing Professionally **(2)** 4f Acting in Service of Students **(3)**	3a Responsiveness to Student Needs **(3)** 3b Use of Evidence-Based Practices **(3)** 3c Engagement of Students and Families **(3)** 3d Monitoring Progress and Adjusting Services **(3)** 3e Documentation of Service Delivery and Outcomes **(3)** 4a Accurate Documentation, Reporting, and Integrity **(1)** 4b Collaboration with Staff and Families **(2)** 4c Advocacy for Students and Equity **(2)** 4d Reflection on Practice and Professional Learning **(2)** 4e Contribution to School Culture and Improvement **(2)** 4f Using Evidence of Outcomes to Guide Continuous Improvement **(3)**	3a Using Multi-Source Evidence to Guide Coaching and Support **(3)** 3b Providing Actionable, Evidence-Based Support and Feedback **(3)** 3c Goal Setting for Instructional Leadership **(3)** 3d Leading Professional Learning and Coaching Cycles **(3)** 3e Monitoring and Adjusting Instructional Support Based on Impact **(3)** 4a Reflecting on Practice and Impact **(2)** 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems **(1)** 4c Communicating and Collaborating with Stakeholders **(2)** 4d Engaging in Professional Growth and Leadership Contribution **(1)** 4e Demonstrating Professional Conduct and Ethical Leadership **(1)** 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement **(3)**
Summative Conference	May 30th		Required for "Rated Year"	Required for "Rated Year"	Required for "Rated Year"

***Note-** Sustained implementation and impact verification: Evidence includes documentation of service delivery, monitoring of progress, analysis of outcomes, and professional reflection, confirming the continuity and effectiveness of practices established in earlier rounds.

Framework Chart: Observation Rounds and Weights (Non-Tenured Corrective Action Plan-CAP)

Observation Round	Timeline	Evaluation Focus	Components Observed: Teacher	Components Observed: Teacher Specialist Type I	Components Observed: Teacher Specialist Type II
Round 1	Oct 2nd	Baseline Practice and System Alignment	1a Applying Knowledge of Content and Pedagogy **(2)** 1b Knowing and Valuing Students **(2)** 1c Setting Instructional Outcomes **(2)** 1d Using Resources Effectively **(1)** 1e Planning Coherent Instruction **(2)** 1f Designing and Analyzing Assessments **(2)** 2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)**	1a Knowledge of Students and Individual Plans **(2)** 1b Knowledge of Role-Specific Practices **(2)** 1c Goal Setting Aligned to Student Needs **(2)** 1d Preparation of Materials, Tools, and Systems **(1)** 1e Compliance with Federal, State, and Local Requirements **(1)** 1f Evidence Design and Outcome Measures **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2e Organizing Service Space and Access to Supports **(2)**	1a Knowledge of Students, Learning Environment, and Support Programs **(2)** 1b Knowledge of Climate, Culture, and Student Support Systems **(2)** 1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 1d Use of Data Systems, Tools, and Resources **(1)** 1e Compliance, Timeliness, and Documentation Integrity **(1)** 1f Review of Support Systems and Impact **(2)** 2a Creating a Culture of Respect, Trust, and Shared Responsibility **(2)** 2e Organizing Service Space and Access to Supports **(2)**
Round 2	Dec 4th	Early Implementation Monitoring	2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2d Supporting Positive Student Behavior **(2)** 2e Organizing Spaces for Learning **(2)** 3a Communicating About Purpose and Content **(3)**	2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2d Professional Boundaries and Ethical Conduct **(1)** 2e Organizing Service Space and Access to Supports **(2)** 3a Responsiveness to Student Needs **(3)**	2b Collaboration and Continuous Improvement Structures **(2)** 2c Advancing Equity, Access, and Inclusive Support Practices **(2)** 2d Communication and Coordination Systems **(1)** 2e Organizing Service Space and Access to Supports **(2)** 3a Using Multi-Source Evidence to Guide Coaching and Support **(3)**
Round 3	Jan 15th	Targeted Support and Practice Adjustment	3a Communicating About Purpose and Content **(3)** 3b Using Questioning and Discussion Techniques **(3)** 3c Engaging Students in Learning **(3)**	3a Responsiveness to Student Needs **(3)** 3b Use of Evidence-Based Practices **(3)** 3c Engagement of Students and Families **(3)**	3a Using Multi-Source Evidence to Guide Coaching and Support **(3)** 3b Providing Actionable, Evidence-Based Support and Feedback **(3)** 3c Goal Setting for Instructional Leadership **(3)**
Round 4	Mar 12th	Sustained Implementation and Impact Verification	3d Using Assessment for Learning **(3)** 3e Responding Flexibly to Student Needs **(3)** 4a Engaging in Reflective Practice **(2)** 4b Documenting Student Progress **(1)** 4c Engaging Families and Communities **(2)** 4d Contributing to School Community and Culture **(1)** 4e Growing and Developing Professionally **(2)** 4f Acting in Service of Students **(3)**	3d Monitoring Progress and Adjusting Services **(3)** 3e Documentation of Service Delivery and Outcomes **(3)** 4a Accurate Documentation, Reporting, and Integrity **(1)** 4b Collaboration with Staff and Families **(2)** 4c Advocacy for Students and Equity **(2)** 4d Reflection on Practice and Professional Learning **(2)** 4e Contribution to School Culture and Improvement **(2)** 4f Using Evidence of Outcomes to Guide Continuous Improvement **(3)**	3d Leading Professional Learning and Coaching Cycles **(3)** 3e Monitoring and Adjusting Instructional Support Based on Impact **(3)** 4a Reflecting on Practice and Impact **(2)** 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems **(1)** 4c Communicating and Collaborating with Stakeholders **(2)** 4d Engaging in Professional Growth and Leadership Contribution **(1)** 4e Demonstrating Professional Conduct and Ethical Leadership **(1)** 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement **(3)**
Summative Conference	Apr 15th		Required for "Rated Year"	Required for "Rated Year"	Required for "Rated Year"

Framework Chart: Observation Rounds and Weights (Tenured Corrective Action Plan-CAP)

Observation Round	Timeline	Evaluation Focus	Components Observed: Teacher	Components Observed: Teacher Specialist Type I	Components Observed: Teacher Specialist Type II
Round 1	Nov 13th	Planning, Preparation, Compliance Systems	1a Applying Knowledge of Content and Pedagogy **(2)** 1b Knowing and Valuing Students **(2)** 1c Setting Instructional Outcomes **(2)** 1d Using Resources Effectively **(1)** 1e Planning Coherent Instruction **(2)** 1f Designing and Analyzing Assessments **(2)** 2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2e Organizing Spaces for Learning **(2)**	1a Knowledge of Students and Individual Plans **(2)** 1b Knowledge of Role-Specific Practices **(2)** 1c Goal Setting Aligned to Student Needs **(2)** 1d Preparation of Materials, Tools, and Systems **(1)** 1e Compliance with Federal, State, and Local Requirements **(1)** 1f Evidence Design and Outcome Measures **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2e Organizing Service Space and Access to Supports **(2)**	1a Knowledge of Students, Learning Environment, and Support Programs **(2)** 1b Knowledge of Climate, Culture, and Student Support Systems **(2)** 1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 1d Use of Data Systems, Tools, and Resources **(1)** 1e Compliance, Timeliness, and Documentation Integrity **(1)** 1f Review of Support Systems and Impact **(2)** 2a Creating a Culture of Respect, Trust, and Shared Responsibility **(2)** 2b Collaboration and Continuous Improvement Structures **(2)** 2e Organizing Service Space and Access to Supports **(2)**
Round 2	Jan 15th	Service Delivery, Mid-Year Adjustments	2a Cultivating Respectful and Affirming Environments **(2)** 2b Fostering a Culture for Learning **(2)** 2c Maintaining Purposeful Environments **(2)** 2d Supporting Positive Student Behavior **(2)** 3a Communicating About Purpose and Content **(3)** 3b Using Questioning and Discussion Techniques **(3)** 3c Engaging Students in Learning **(3)**	1c Goal Setting Aligned to Student Needs **(2)** 2a Safe, Respectful, and Inclusive Service Environment **(2)** 2b Establishing and Maintaining Routines and Procedures **(2)** 2c Managing Time, Space, and Caseload **(2)** 2d Professional Boundaries and Ethical Conduct **(1)** 3a Responsiveness to Student Needs **(3)** 3b Use of Evidence-Based Practices **(3)** 3c Engagement of Students and Families **(3)** 3d Monitoring Progress and Adjusting Services **(3)** 3e Documentation of Service Delivery and Outcomes **(3)** 4a Accurate Documentation, Reporting, and Integrity **(1)** 4b Collaboration with Staff and Families **(2)** 4c Advocacy for Students and Equity **(2)** 4d Reflection on Practice and Professional Learning **(2)** 4e Contribution to School Culture and Improvement **(2)** 4f Using Evidence of Outcomes to Guide Continuous Improvement **(3)**	1c Goal Setting Aligned to Student Needs and District Priorities **(2)** 2c Advancing Equity, Access, and Inclusive Support Practices **(2)** 2d Communication and Coordination Systems **(1)** 3a Using Multi-Source Evidence to Guide Coaching and Support **(3)** 3b Providing Actionable, Evidence-Based Support and Feedback **(3)** 3c Goal Setting for Instructional Leadership **(3)** 3c Goal Setting for Instructional Leadership (progress review) **(3)** 3d Leading Professional Learning and Coaching Cycles (implementation verification) **(3)** 3e Monitoring and Adjusting Instructional Support Based on Impact (impact review) **(3)** 4a Reflecting on Practice and Impact **(2)** 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems **(1)** 4c Communicating and Collaborating with Stakeholders **(2)** 4d Engaging in Professional Growth and Leadership Contribution **(1)** 4e Demonstrating Professional Conduct and Ethical Leadership **(1)** 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement **(3)**
Round 3	Mar 12th	Monitoring Impact, Outcomes, Professional Contribution	3c Engaging Students in Learning **(3)** 3d Using Assessment for Learning **(3)** 3e Responding Flexibly to Student Needs **(3)** 4a Engaging in Reflective Practice **(2)** 4b Documenting Student Progress **(1)** 4c Engaging Families and Communities **(2)** 4d Contributing to School Community and Culture **(1)** 4e Growing and Developing Professionally **(2)** 4f Acting in Service of Students **(3)**		
Summative Conference	May 30th		Required for "Rated Year"	Required for "Rated Year"	Required for "Rated Year"

Administrative Staff

Non-Tenured Staff (3 observations)	**Round One** (Due by Nov. 23rd)	**Round Two** (Due by Jan. 29th)	**Round Three** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Principals and Vice/Assistant Principals	Standards B: 1, 2, 3 C: 1, 2 Standards: A1, D1, D2 (Class and School Schedule), D3 (Climate)	Standards B: 1, 2, 3 C: 1, 2, 3 Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Required for "Rated Year".

Tenured Staff (2 observations)	**Round One** (Due by Dec. 18th)	**Round Two** (Due by March 12th)	**Summative Conference** (Due by May 30th)
Principals and Vice/Assistant Principals	Standards: A1, B:1, 2, 3 C: 1, 2, 3 D1, D2 (Class and School Schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards: E1, E2, A3, A4, B:1, 2, 3 C: 1, 2, 3 D3 (Climate), E3	Required for "Rated Year".

Non-Tenured Staff (3 observations)	**Round One** (Due by Nov. 23rd)	**Round Two** (Due by Jan. 29th)	**Round Three** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Supervisors	Standards: 1, 2	Standards: 3, 4	Standard: 5	Required for "Rated Year".

Tenured Staff (2 observations)	**Round One** (Due by Dec. 18th)	**Round Three** (Due by March 12th)	**Summative Conference** (Due by May 30th)
Supervisors	Standards: 1, 2	Standard: 3, 4, 5	Required for "Rated Year".

Non-Tenured Staff (3 observations)	**Round One** (Due by Nov. 23rd)	**Round Two** (Due by Jan. 29th)	**Round Three** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Central Office Administrators	Standards: 1, 2	Standards: 3, 4	Standards: 5	Required for "Rated Year".

Tenured Staff (1 observation)	**Round Three** (Due by March 12th)	**Summative Conference** (Due by Mayl 30th)
Central Office Administrators/Staff	Standards: 1, 2, 3, 4, 5	Required for "Rated Year".

Administrative Staff Corrective Action Plan (CAP)

Non-Tenured Staff (4 observations)	**Round One** (Due by Oct. 2nd)	**Round Two** (Due by Dec. 4th) Mid-Year CAP Review	**Round Three** (Due by Jan. 15th)	**Round Four** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Principals Vice/Assistant Principals	Standards B: 1, 2, 3 C: 1, 2 Standards: A1, D1, D2 (Class and school schedule), D3 (Climate)	Standards B: 1, 2, 3 C: 1, 2, 3 Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Required for "Rated Year".

Tenured Staff (3 observations)	**Round One** (Due by Nov. 13th)	**Round Two** (Due by Jan. 15th) Mid-Year CAP Review	**Round Three** (Due by March 12th)	**Summative Conference** (Due by May 30th)
Principals Vice/Assistant Principals	Standards: A1, C: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards: C: 1, 2, 3 E1, E2, B:1, 2, 3 A3, A4, D3 (Climate), E3	Standards: A1, B: 1, 2, 3, D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Required for "Rated Year"

Non-Tenured Staff (4 observations)	**Round One** (Due by Oct. 2nd)	**Round Two** (Due by Dec. 4th) Mid-Year CAP Review	**Round Three** (Due by Jan. 15th)	**Round Four** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Supervisors	Standards: 1, 2	Standards: 3, 4	Standard: 3, 5	Standard: 3, 4, 5	Required for "Rated Year"

Tenured Staff (3 observations)	**Round One** (Due by Nov. 13th)	**Round Two** (Due by Jan. 15th) Mid-Year CAP Review	**Round Three** (Due by March 12th)	**Summative Conference** (Due by May 30th)
Supervisors	Standards: 1, 2	Standard: 3, 4, 5	Standard: 3, 4, 5	Required for "Rated Year"

Non-Tenured Staff (3 observations)	**Round One** (Due by Oct. 2nd)	**Round Two** (Due by Dec. 4th) Mid-Year CAP Review	**Round Three** (Due by Jan. 15th)	**Round Four** (Due by March 12th)	**Summative Conference** (Due by April 15th)
Central Office Administrators	Standards: 1, 2, 3, 4, 5	Standards: 1, 2, 3, 4, 5	Standards: 1, 2, 3, 4, 5	Standards: 1, 2, 3, 4, 5	Required for "Rated Year"

Tenured Staff (2 observations)	**Round One** (Due by Dec. 4th) Mid-Year CAP Review	**Round Two** (Due by March 12th)	**Summative Conference** (Due by May 30th)
Central Office Administrators/Staff	Standards: 1, 2, 3, 4, 5	Standards: 1, 2, 3, 4, 5	Required for "Rated Year".