

Teachscape *Reflect* for Observations  
User Guide

**Teachscape Effectiveness Platform**

May 2013



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## About This Guide

This guide is for anyone using Teachscape *Reflect* for Observations as part of a defined observation and evaluation process. You may have been asked by your district, principal, or coach to complete certain tasks throughout the school year that are associated with this system. This guide is organized into topics based on your role (evaluator or practitioner).

## Document Conventions

The following conventions are used in this document:

- Titles in instructions for clicking on buttons or links are in bold; for example: “Click on the **Start Observation** button to begin your observation.” In addition, boldface type is used to call attention to tab and page titles, other documents from Teachscape, or other areas of note; for example: “From the **Plans and Activities** page, you can...”
- Items for consideration are listed with this heading: **Note**.
- System variables (items that change depending on your login or user type) are noted in *italics*; for example: “Click on *your name* as shown in the upper-right corner of the screen.”
- Teachscape system names are also shown in italics; for example: “Teachscape *Learn* is a video-based professional learning system.”
- Sample user names such as “Judy Bright” and “Aaron Good” are used in images throughout this document; however, when you are logged in, you will see your own name.
- This document includes a variety of numbered procedures; in many cases the procedure will refer to a sample graphic located immediately following the procedure steps. In these examples, the numbers in the graphic will correspond to the numbered list above.

**IMPORTANT:** Items needing special attention are highlighted in a box like this.

## Overview of Teachscape *Reflect* for Observations

Teachscape *Reflect* for Observations is an observation, evaluation, and reporting system. *Reflect* supports rubrics created by your school or district to score and analyze Observations of practitioners.

- Evaluators can schedule observations, collect and organize the observation data, and access observation summaries.
- Practitioners have access to shared evaluation data and can upload and access supplementary documents.

**Note:** This guide uses the term *practitioner* to refer to someone who is being evaluated. Those using *Reflect* can observe themselves or others, regardless of their title. Requirements for observations are dependent on the needs of your district or school and are set in advance.

## Using the *Reflect* System

This section provides information for all users of the *Reflect* system.

### ***Reflect* for Evaluators**

Evaluators work with practitioners throughout the year as part of a locally defined evaluation process. The *Reflect* system provides the tools you will need to conduct observations, collect the data, and work with practitioners on their results. At the beginning of each school year, you may be involved in discussions on the amount and type of observations that are required for different groups of practitioners, depending on the needs of your school and applicable regulations.

### ***Reflect* for Practitioners**

Being observed by a peer or school leader provides an opportunity to reflect on your teaching practices and the related skills that promote the success of your students. Throughout the school year, you will work together with your evaluator(s) to assess and monitor your skills using *Reflect*. Your evaluations are set up and conducted based on the requirements of your school.

### ***Reflect* for District Administrators**

*Reflect* administrators have additional privileges in the *Reflect* system to configure and modify the rubrics, forms, surveys, student achievement data, and workflows for your area. You may work with local leaders early in the process to transition any existing data into *Reflect*. You may also

have a role in determining the observation requirements needed for your *Reflect* product setup. For more information on configuring *Reflect*, refer to the ***Reflect Administrator's Guide***.

## Types of Observations in *Reflect*

There are two types of observations in *Reflect*: scheduled (announced) and unannounced (unscheduled). Evaluators will conduct unannounced observations and schedule additional observations based on district requirements. Contact your local representative for more information on these requirements. Each observation is part of an overall evaluation workflow; your district sets up the scoring and weight for each observation and its sub-components.

### Scheduled Observations

A scheduled observation is announced in advance; the evaluator schedules the observation for a future date and time. Practitioners can upload documents before and after the observation, if required. Examples are below; see the Evaluators: Schedule, Edit, Start, or Reassign an Observation section for details.

#### Teachscape Evaluation Process

My Lead Evaluator Aaron Good <a href="#">Change</a> <a href="#">Manage</a>	Evaluation Results Final Score: N/A
--	--

▼ Announced Observation (30%) • Evaluator: Aaron Good

[Change Evaluator](#)

---

Pre-Observation Conference and Form • Not Yet Started  
Owner: Kathy Begley [Schedule](#)

---

Observation • Not Yet Started  
Observer: Aaron Good [Schedule](#) [Observe Now](#)

---

Post-Observation Conference and Form • Not Yet Started  
Owner: Kathy Begley [Schedule](#)

---

Samples of Student Work • Not Yet Started  
Owner: Kathy Begley

---

Announced Observation (30%) Report [View](#) [View Summary](#)

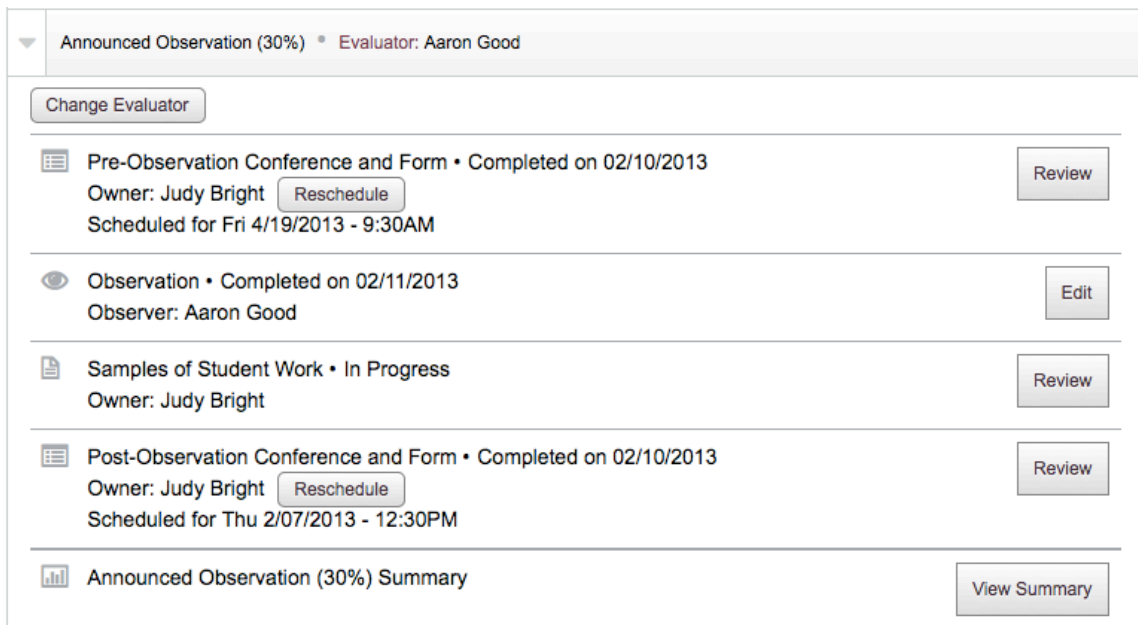


## Unannounced Observations

An unannounced observation is unscheduled. Additionally, *Reflect* allows evaluators to create and start unscheduled, ad hoc observations at any time.

Unannounced observations are conducted immediately.

- Those being observed can upload items post-observation, if required.
- Examples could include post-observation forms, lesson plans, student work, or other artifacts as shown in the image below.
- Ad hoc observations are used outside of your sample observation workflow. See the [Creating an Additional Observation](#) section for more details.



The screenshot displays a user interface for an evaluator named Aaron Good. At the top, it shows 'Announced Observation (30%)' and 'Evaluator: Aaron Good'. Below this is a 'Change Evaluator' button. The main area contains a list of observation items, each with a status icon, title, completion date, owner, and a button:

- Pre-Observation Conference and Form** • Completed on 02/10/2013  
Owner: Judy Bright Reschedule Review  
Scheduled for Fri 4/19/2013 - 9:30AM
- Observation** • Completed on 02/11/2013  
Observer: Aaron Good Edit
- Samples of Student Work** • In Progress  
Owner: Judy Bright Review
- Post-Observation Conference and Form** • Completed on 02/10/2013  
Owner: Judy Bright Reschedule Review  
Scheduled for Thu 2/07/2013 - 12:30PM
- Announced Observation (30%) Summary** View Summary

**Note:** In the examples in this section, the buttons are labeled **Review** because the observation items were all completed. The button labels will differ if items are in progress or not yet started.

## Sample Observation Process Overview

The following table details the sample process used for scheduled observations. If your observation is unannounced or additional, items 1 and 2 below will not be applicable.

Observation Process Step	Evaluator Tasks	Practitioner Tasks
1. Schedule the observation	<ul style="list-style-type: none"> <li>Set up the date and time for each scheduled observation in <i>Reflect</i></li> <li>Ensure all required practitioner observations are scheduled and conducted per district regulations and deadlines</li> <li>If the observation will be filmed, procure and set up the necessary equipment</li> </ul>	<p>After receiving email notification when each observation is scheduled in <i>Reflect</i>:</p> <ul style="list-style-type: none"> <li>(Optional) Add the time and date to own calendar</li> <li>Review all applicable district requirements for being observed during the school year; discuss questions with evaluator(s) in advance</li> </ul>
2. Plan the observation by scheduling and conducting pre-observation meetings and completing forms or other tasks (if required)	<ul style="list-style-type: none"> <li>Notify the practitioners if pre-observation materials are required, and/or if a pre-observation meeting is required,</li> <li>Schedule meetings</li> <li>Upload required materials for pre-observation meetings</li> </ul>	<p>After receiving email notification of required meeting:</p> <ul style="list-style-type: none"> <li>Attend required pre-observation meeting</li> <li>Complete and upload required pre-observation materials in advance</li> </ul>
3. Conduct the observation and collect evidence	<ul style="list-style-type: none"> <li>Conduct the observation and collect evidence</li> <li>Enter the evidence</li> <li>(Optional) Share and discuss the evidence with the practitioner in advance of completing the final narratives and entering component scores</li> </ul>	<ul style="list-style-type: none"> <li>Set up the classroom</li> <li>Participate in the observation</li> </ul>
4. Align evidence with framework components and score the observation	<ul style="list-style-type: none"> <li>Align the evidence with the framework components</li> <li>Score the observation</li> <li>(Optional) If not done previously, share and discuss evidence and component scores with the practitioner</li> </ul>	<p>Review any evidence shared by the observer; practitioners who are self-evaluating will do the review process on their own</p>
5. Conduct post-observation meetings (if required) and finish the observation summary	<ul style="list-style-type: none"> <li>(Optional) Discuss the preliminary observation summary with the practitioner</li> <li>Complete and confirm the observation summary</li> </ul>	<ul style="list-style-type: none"> <li>Upload documents for any required meetings</li> <li>Confirm summary (if required)</li> <li>Prepare for any post-observation conferences</li> </ul>

**IMPORTANT:** This software has been customized based on your evaluation rubrics and any other required items. If you have questions about your observation process, please contact your school or district representative. The table on the previous page and the tasks noted below represent sample workflows that may not align with your requirements.

## Sample Observation Components and Task Owners in *Reflect*

Following is an example from a practitioner’s dashboard, showing some of the possible components that can be part of your evaluation process. The owner of each item is listed, along with the status of each step or observation task, as shown below.

1. Click on an observation’s *title bar* to expand its list of required and optional items.
2. Pre-observation materials are listed first, including forms, artifacts, or conferences.
3. This Lesson Observation has not been started yet; the evaluator clicks on the **Schedule** button to schedule it or clicks on the **Observe Now** button to begin immediately.
4. Post-observation materials are listed, along with their owner and status.
5. The Samples of Student Work are required artifacts, owned by the practitioner.
6. Click on the **View Summary** button to review the observation summary.

The screenshot displays the 'Teachscape Evaluation Process' dashboard. At the top, it shows 'My Lead Evaluator: Aaron Good' and 'Evaluation Results: Final Score: N/A'. Below this, a list of tasks is shown, each with a numbered callout in a green box:

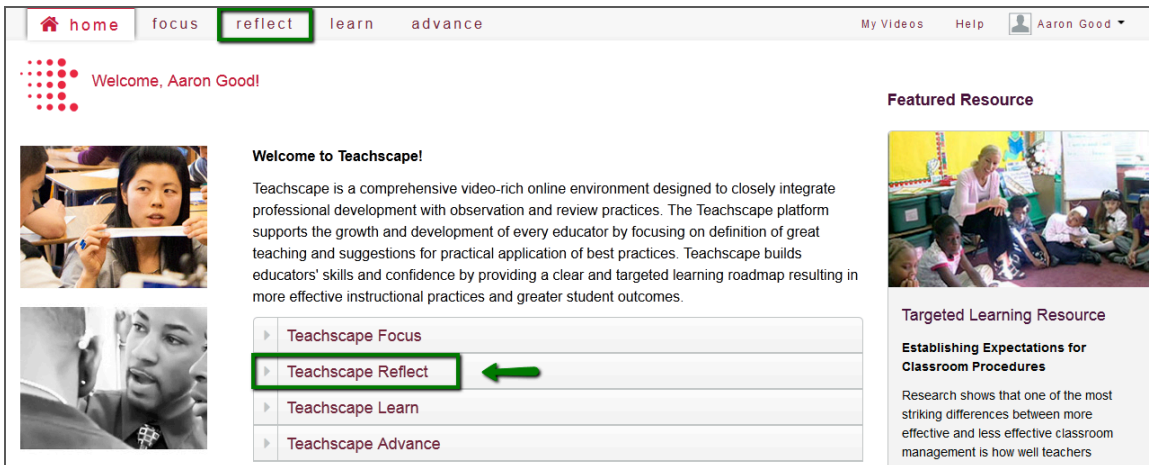
- 1:** A dropdown arrow next to the 'Announced Observation (30%)' title bar.
- 2:** A document icon next to 'Pre-Observation Conference and Form • Not Yet Started'.
- 3:** An eye icon next to 'Observation • Not Yet Started'.
- 4:** A document icon next to 'Post-Observation Conference and Form • Not Yet Started'.
- 5:** A document icon next to 'Samples of Student Work • Not Yet Started'.
- 6:** A document icon next to 'Announced Observation (30%) Report'.

Buttons for 'Change Evaluator', 'Schedule', 'Observe Now', and 'View Summary' are visible next to their respective tasks.

**Note:** Multiple elements are fully configurable in *Reflect* and are set up by your administrator.

## Launching and Exiting *Reflect*

After you log in, the home page opens as shown below. Click on the **reflect** tab in the upper-left corner to access the *Reflect* system. You can also click on the **Teachscape Reflect** title bar in the center of the page as highlighted below. The top toolbar links will always be visible for easy navigation.



After you click on the **reflect** tab, you will notice that the tab is highlighted as shown below.

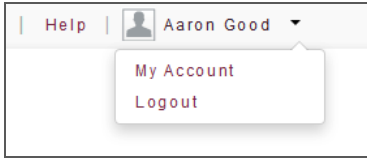


**IMPORTANT:** The *Reflect* system has multiple configurations. Your visual display and tasks will vary based on the configuration selected and installed by your school or district. This guide focuses only on *Reflect* for Observations. Refer to other Help topics or guides if you are using a different *Reflect* configuration.

## Logging Out

When you have finished using the software, you should log out. You can log out from any page.

- Click on the down arrow next to *your name* in the top-right corner (next to the **Help** link). In the example below, the user's name is Aaron Good.
- Click on **Logout** in the drop-down box shown below.



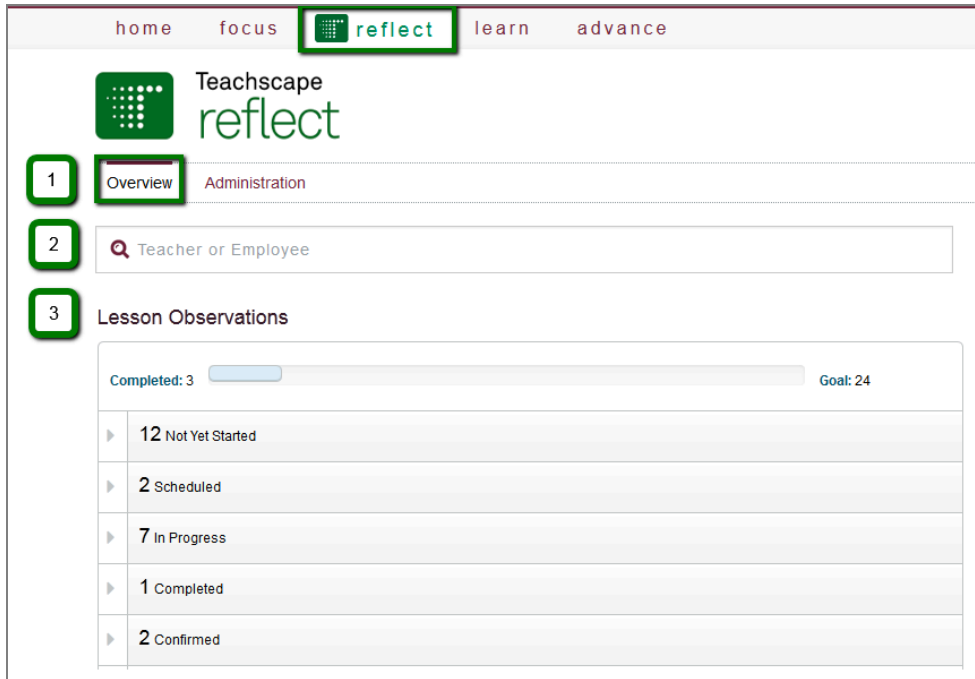
## Reflect Home Page Overview

This section provides an overview of the *Reflect* home page for both evaluators and practitioners. This page is visible if you will be evaluated in *Reflect*.

### Evaluators: *Reflect* Home Page

*Reflect* for Observations opens with the **Overview** tab, which displays your **Observations** dashboard as shown in the image below. The following options are available:

1. The *Reflect* **Overview** tab is shown. Some evaluators may also see the **My Evaluation** tab; evaluators with additional system privileges will also have the **Administration** tab.
2. Use the search box to search for a practitioner (teacher, employee, or peer) for whom you will conduct observations. Enter the person's first or last name for a selectable list.
3. The **Observations** dashboard includes a progress bar (toward your final goal) and shortcuts to your observations by status. Click on a *title bar* to expand each option.



**Note:** If your district has a different configuration of *Reflect*, refer to the appropriate guide for more information. If your district upgraded from a previous version of *Reflect*, you may see an **Additional Observations** section; access migrated observations from this area.

## Practitioners: *Reflect* Home Page

*Reflect* for Observations opens showing a summary of your observations. A sample practitioner's dashboard is shown below. In this example, the practitioner Judy Bright has several required observations and reviews as shown in the graphic below.

1. Click on the *title bar* for each listed observation to expand each item and continue with your tasks associated with that observation. The title bars are in the first section below.
2. (Optional) You may have an area for **Additional Observations**. This area is typically used by districts that have upgraded from a previous version of *Reflect*. You can access your migrated observations from this area. The observations are imported in the same state, so you can continue them if needed. Any new observations are also included in this area.
3. (Optional) Click on the **Print** button to print the page.

The screenshot displays the Teachscape *reflect* interface for user Judy Bright (jbright@dhs.org). At the top right, there is a 'Print' button and a notification icon with the number '3'. The main section is titled 'Teachscape Evaluation Process' and includes 'My Lead Evaluator: Aaron Good' and 'Evaluation Results: Final Score: N/A'. Below this is a list of observations and reviews, each with a title bar and a right-pointing arrow. The first item is 'Announced Observation (30%) \* Evaluator: Mary Barnes', which is highlighted with a red callout box labeled '1'. Other items include '1st Unannounced Observation (20%) \* Evaluator: Aaron Good', 'Mid-Year Review \* Evaluator: Aaron Good', '2nd Unannounced Observation (20%) \* Evaluator: Aaron Good', 'End-of-Year Review \* Evaluator: Aaron Good', and 'Student Growth Data (30%) \* Evaluator: Aaron Good'. At the bottom, there is an 'Additional Observations' section with an 'Observe Me' button, highlighted with a red callout box labeled '2'.

**IMPORTANT:** Your school or district sets the requirements for your observations and configures them in the system prior to providing *Reflect* for your use.





## Evaluators: Schedule, Edit, Start, or Reassign an Observation

This section provides instructions for evaluators who are scheduling an observation for the first time or need to edit an observation that has already been scheduled. You can also reassign an observation to another evaluator. An evaluator's *Reflect* home page is shown below.

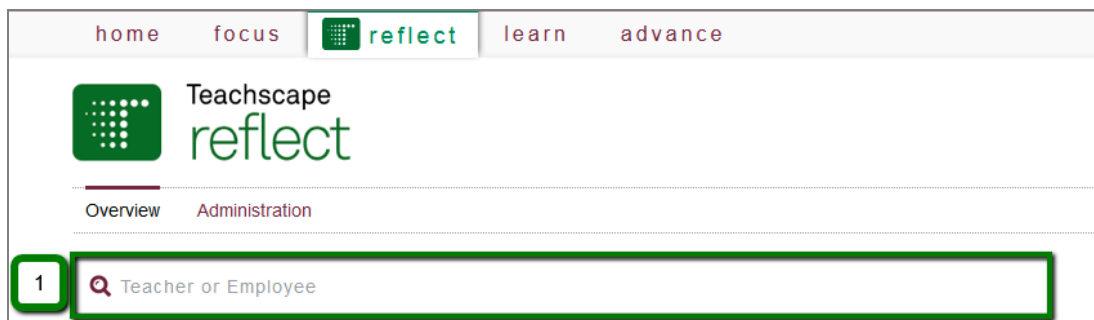
### How to Use the Search Box to Schedule, Edit, or Start an Observation

The search box is useful for quickly navigating to an observation listing for one of your practitioners and is the recommended way to begin tasks in *Reflect*. (Searching is recommended instead of using the Observations menu links as described in a subsequent section). All required observations for your school or district are set up in advance and listed in *Reflect*. The practitioners you are required to observe are listed in your search results.

#### Step 1: Select a Practitioner Using the Search Box

Start by searching for a practitioner using the search box as explained and shown below.

1. In the search box, enter the first or last name of your practitioner and click on the *name* when it appears in the selectable list.
2. The practitioner's *Reflect* home page will open. This is illustrated in Step 2 on the next page.



This is an example of the selectable list, showing a search by the practitioner's first initial.



The following section describes how to open the appropriate observation listing.

## Step 2: Navigate to the Appropriate Observation for the Selected Practitioner

When you select a practitioner from the search results, the practitioner's home page view will open, showing all of the person's observations in a list. To continue, click on the appropriate drop-down title bar for the observation you wish to schedule, edit, or start. An example is highlighted in the graphic below.

1. (Optional) Click on the **Overview** link to return to your own home page.
2. Click on the expandable *title bar* to review the required tasks for each observation.
3. (Optional) Click on the **Schedule** button to open the calendar tool and schedule an observation. In the example below, the **Schedule** button appears because this observation status is **Not Yet Started**. To continue, refer to the [How to Use the Calendar Tool to Schedule an Observation](#) section.

**Note:** Once you schedule an observation, the button label will change to **Edit**.

4. (Optional) Click on the **Observe Now** button to begin the observation immediately. This will open the **Notes and Evidence** screen for this observation. The status of this observation will change to **In Progress** in the listing on your dashboard.

The screenshot displays the user interface for a practitioner named Kathy Begley. At the top left, a navigation bar includes a link labeled 'Overview' (1). Below this is the practitioner's profile, showing a placeholder for a photo, the name 'Kathy Begley', and the email address 'kbegley@dhs.org'. A 'Print' button is located to the right of the profile. The main section is titled 'Teachscape Evaluation Process' and contains two columns: 'My Lead Evaluator' (Aaron Good) with 'Change' and 'Manage' buttons, and 'Evaluation Results' (Final Score: N/A). Below this is a list of observations. The first observation is 'Announced Observation (30%) \* Evaluator: Aaron Good' with a 'Change Evaluator' button (2). The second observation is 'Pre-Observation Conference and Form • Not Yet Started' with 'Owner: Kathy Begley' and a 'Schedule' button (3). The third observation is 'Observation • Not Yet Started' with 'Observer: Aaron Good' and a 'Schedule' button (4). A 'Observe Now' button is also visible on the right side of the observation list.

If you have started an observation, refer to the Evaluators: Enter Evidence and Align to Components section.

## How to Use the Observations Menu to Start or Edit an Observation

Click on a *title bar* in the **Observations** menu to open the appropriate drop-down list. Your observations will be grouped by status, including **Not Yet Started**, **Scheduled**, **In Progress**, **Completed**, and **Confirmed**.

1. The example below shows the expanded list view of the assigned observations for this evaluator that have **Not Yet Started** (are scheduled for a future date). The sample practitioner Judy Bright is scheduled for a Summative Evaluator Observation.
  - (Optional) You can click on the *practitioner's name* in the **Employee** column to open his/her observation overview page, which lists all of his/her required observations. On that page, you can click on any *observation title* to see more information about the tasks associated with that observation.
  - The **Not Yet Started** list is ordered by practitioner. Each practitioner is listed once for each required observation.
2. Appropriate action buttons will appear next to the practitioner's name as shown below.
  - Click on the **Edit** button to bring up the calendar tool and schedule the observation. This is described in the How to Use the Calendar Tool to Schedule an Observation section.
  - Click on the **Observe Now** button to begin the observation immediately. This will open the evidence screen and you can begin to enter evidence.
  - This procedure is also applicable to observations that are **Scheduled** or **In Progress**.

The screenshot shows the 'Lesson Observations' interface. At the top, there is a progress bar for 'Completed: 1' out of a 'Goal: 4'. Below this is a dropdown menu showing '2 Not Yet Started' and '1' (likely Scheduled). The main table has columns for 'Employee' and 'Observation Name'. The row for 'Judy Bright' and 'Summative Evaluator Observation' is highlighted. To the right of this row is a '2' and two buttons: 'Edit' and 'Observe Now'.

**Note:** The **Completed** progress bar displays the number of observations you have completed toward your total goal. Each observation is added to this bar once the final component is marked complete.

## How to Use the Calendar Tool to Schedule an Observation

Search for a practitioner, open his/her home page, and select the observation you wish to schedule. Click on the **Edit** button next to the observation's title to open the calendar tool. An example is shown below.

1. Select a month using the arrow buttons on either side of the current month. To select a day, click on its listing in the calendar. (The current date is highlighted in yellow.)
2. Enter the observation start time in the fields and then select AM or PM.
3. (Optional) Enter a description for the observation.
4. Click on the **Schedule** button, or click on **Cancel** to return without saving this information.

**1** November 2012

Su	Mo	Tu	We	Th	Fr	Sa
				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	

**2** At 10 : 45 AM

**3** Descriptor (optional)  
(Enter a descriptor for what you are scheduling. Examples are Pre-Conference or Due.)

**4** Cancel Schedule

## How to Add Items Scheduled in *Reflect* to Your Own Calendar

When you click on the **Schedule** button, the observation is set up in the system and visible from the practitioner's dashboard. Emails are sent automatically to both you (the evaluator) and the practitioner with the schedule information. The email will contain a ".ics" attachment, which can be added to a Microsoft Outlook calendar or other compatible calendar tool for scheduling purposes. (Refer to the Help area of your calendar tool for more detail on this optional procedure.)

## Rescheduling an Observation

You can reschedule an observation using the following procedure.

- Navigate to the applicable observation listing on the practitioner’s dashboard.
- Click on the **Reschedule** button to open the calendar tool. The button is shown below.

### Teachscape Evaluation Process

My Lead Evaluator  
Aaron Good

Evaluation Results  
Final Score: N/A

---

▼ Announced Observation (30%) • Evaluator: Aaron Good

---

Pre-Observation Conference and Form • Not Yet Started  
Owner: Shirley Eklund   
Pre observation conference scheduled for Thu 1/03/2013 - 2:00PM

- In the calendar tool, update the appropriate fields and click on the **Schedule** button to complete the task. An example is provided below.

### Reschedule Pre-Observation Conference and Form

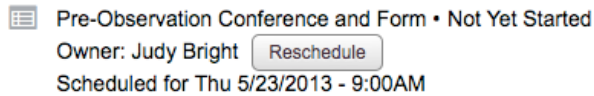
January 2013

Su	Mo	Tu	We	Th	Fr	Sa
		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		

At  :

Descriptor (optional)  
(Enter a descriptor for what you are scheduling. Examples are Pre-Conference or Due.)

After you reschedule an observation or event, the new time will be shown on your home page.

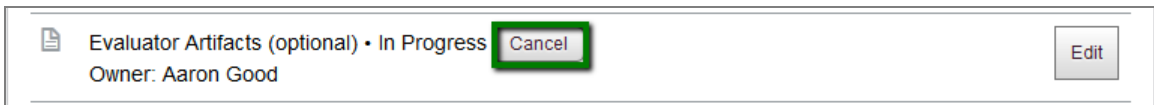


## Resetting an Observation Task

This section explains how to completely restart your observation task by resetting it.

Start by navigating to the practitioner's page and opening the observation item you wish to reset. You can only reset items that are already in progress. (When you click on the **Start** button to begin a task or an observation, or to fill out a form, the status will change to **In Progress** as shown in the status area of the following image.)

Click on the **Cancel** button next to the item's progress status.



As shown in the image below, after you click on **Cancel**, the buttons will change and you will now have an option to **Reset** or **Reinstate** the task.

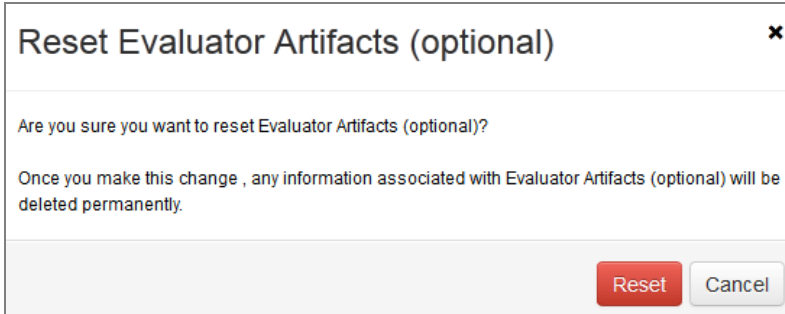
- Click on the **Reset** button to reset your observation. (This action will delete all data and files associated with the task or observation.)
- Click on the **Reinstate** button to go back to the settings shown above (**Cancel** and **Edit**).



If you click on the **Reset** button on the observation overview page, you will see an additional confirmation window; an example is below. The title of this window displays the item you selected to reset. Now you will have two options, as outlined below.

- If you click on the **Reset** button, any information or associated uploaded files will be permanently deleted from the *Reflect* system and you will need to start over.
- Click on the **Cancel** button to close this pop-up and return to the previous window without deleting any data or artifacts from the system.



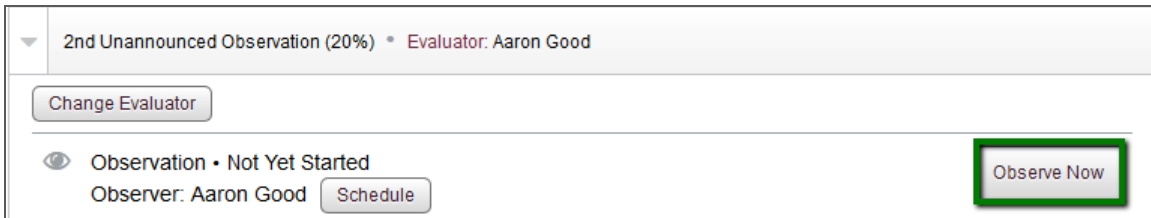


If you click on **Reset**, you will see the following display on the same observation overview page, with the status changed back to **Not Yet Started** and the **Start** button visible to begin again.



## Starting an Unannounced Observation

Unannounced observations can be part of your district's required evaluation process. These observations are listed in each practitioner's overview page. To start an unannounced observation, navigate to the appropriate listing and click on the **Observe Now** button shown below.



When you click on the **Observe Now** button, the **Start Observation** confirmation screen appears as shown below. Click on the **Start** button to continue, or click on the **Cancel** button if necessary.



## Creating an Additional Observation


Additional observations are optional and conducted outside of your predefined evaluation processes.

- This type of observation may be used by districts that do not have established evaluation processes.
- You might conduct an additional observation to augment evidence that was collected during a required observation.

Use the following steps to create an additional observation in *Reflect*.

- Navigate to a practitioner's evaluation page, as explained in the Evaluators: Schedule, Edit, Start, or Reassign an Observation section.
- Click on the **Create New Observation** button shown below.

Overview > Judy Bright

 **Judy Bright**  
jbright@dhs.org Print

### Teachscape Evaluation Process

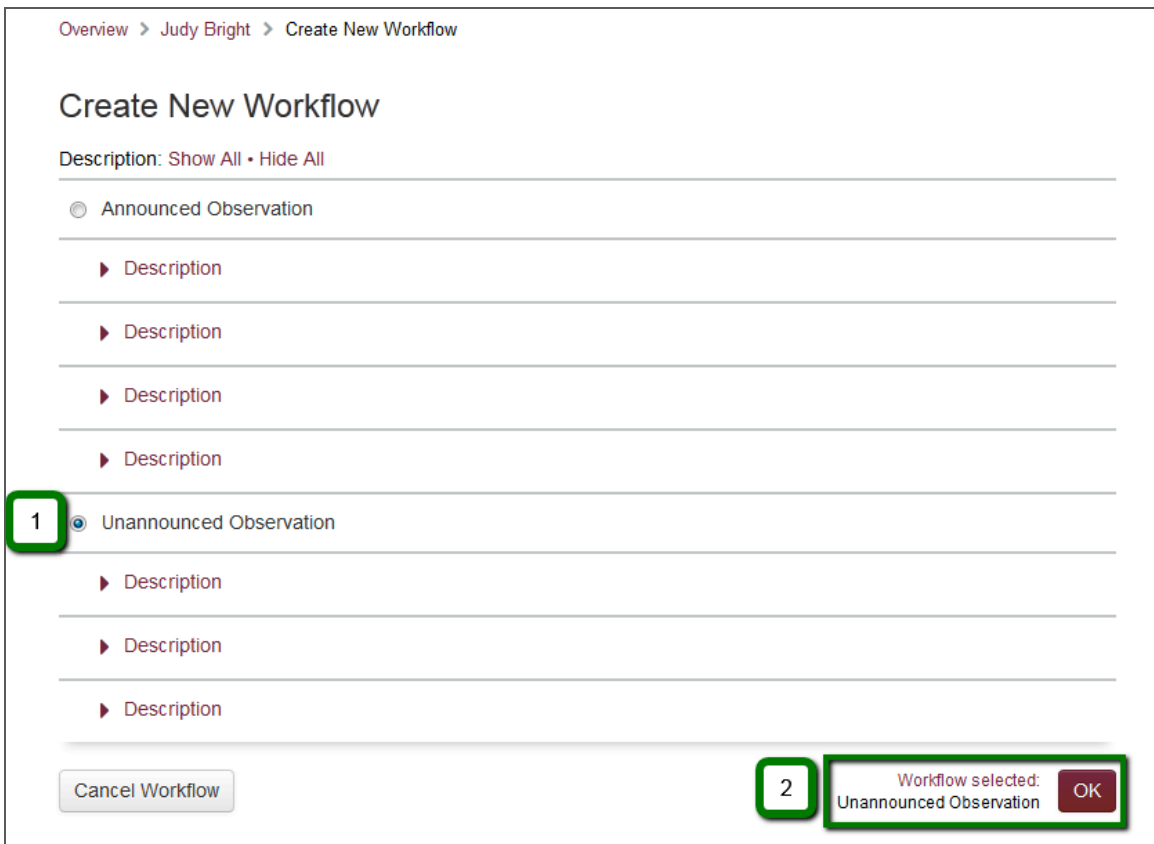
My Lead Evaluator: Aaron Good Change Manage Evaluation Results: Final Score: N/A

▶	Announced Observation (30%) • Evaluator: Mary Barnes
▶	1st Unannounced Observation (20%) • Evaluator: Aaron Good
▶	Mid-Year Review • Evaluator: Aaron Good
▶	2nd Unannounced Observation (20%) • Evaluator: Aaron Good
▶	End-of-Year Review • Evaluator: Aaron Good
▶	Student Growth Data (30%) • Evaluator: Aaron Good

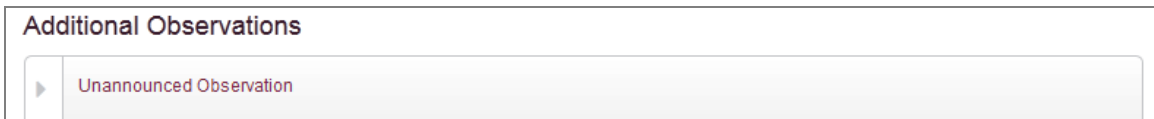
**Create New Observation**

The **Create New Workflow** page will open. This page, shown below, provides predefined templates. Each template can have multiple components, including the observation, forms, and artifacts.

1. Click on a radio button to select a workflow template. The following example shows that the **Unannounced Observation** workflow template has been selected.
2. Click on the **OK** button to continue, or click on the **Cancel Workflow** button to exit.



When you click on the **OK** button, you will be returned to the practitioner's Reflect home page, where the new observation will be listed in the **Additional Observations** section, as shown below.



The following page provides details on navigating the components of each new observation.


The following image provides an example of an observation template's components.

1. (Optional) Click on the red arrow link in any section to expand the **Description** of each component in an observation template. This section is an observation listing.
2. (Optional) If your template includes a form, such as the Post-Observation Conference and Form listing shown below, you can view the form by clicking on its title. (You cannot edit the form or its contents from this area—this task is managed by users with *Reflect* administrator status.)
3. (Optional) If your template includes Lesson Artifacts, they will appear as shown below. Because these items are uploaded later by each owner, there is nothing to review at this step.

● Unannounced Observation

---

**1** **Description**

 **Observation**

Framework for Teaching 2011 (MET)  
Domain 2: The Classroom Environment  
2a: Creating an Environment of Respect and Rapport \*

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Domain 3: Instruction  
3a: Communicating with Students


3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction


---

**2** **Description**

 **Post-Observation Conference and Form**

---

**3** **Description**

 **Lesson Artifacts**

## Reassigning Evaluation Workflows and Single Observations

You may need to transfer a single observation's tasks to another evaluator, or transfer full ownership of a practitioner's evaluation workflow to another lead evaluator. In *Reflect*, this procedure is called reassignment. Reassignments can generally happen at any point in the evaluation cycle; however, once all of an observation's assessment parts are completed, that observation is marked complete and cannot be transferred.

The following sections are included:

- [Section Overview: Evaluation Workflows, Observations, and Reviewers](#)
- [How to Reassign an Evaluation Workflow to Another Lead Evaluator](#)
- [How to Reassign a Single Observation to Another Evaluator](#)
- [How to Set Up and Manage Reviewers for a Practitioner](#)
- [Best Practices: Reassigning Observations](#)

### Section Overview: Evaluation Workflows, Observations, and Reviewers

The following sections of this document describe a variety of techniques.

The first section below, [How to Reassign an Evaluation Workflow to Another Lead Evaluator](#), shows how to reassign the lead evaluator for an entire evaluation workflow. An evaluation workflow includes all required components of all observations for a practitioner in a school year. The *Reflect* system has been pre-configured by your local *Reflect* administrator (district representative) to display a list of evaluators that you can select from.

The second section below, [How to Reassign a Single Observation to Another Evaluator](#), explains how to reassign just a single observation to another evaluator.

The third section, [How to Set Up and Manage Reviewers for a Practitioner](#), describes how you can assign limited reviewing privileges to individuals who may not have conducted an observation but who are engaged with a particular practitioner.

The final section, [Best Practices: Reassigning Observations](#), includes information for evaluators or administrators who will be working with larger teams to manage numerous observations and evaluations.

## How to Reassign an Evaluation Workflow to Another Lead Evaluator

Use the following procedure to change the primary evaluator from yourself to another evaluator in your school or district. This changes the ownership of all the observations for that practitioner for the remainder of the school year.

1. Navigate to a practitioner's home page. The example below is for the practitioner Judy Bright.
2. Aaron Good is currently listed as Judy's lead evaluator. Click on the **Change** button to open the **Change Evaluator** pop-up, which is shown on the next page.



The following image shows the **Change Evaluator** pop-up. Start by selecting a new evaluator.

1. Select a new evaluator using one of the following methods.
  - Use the search box to search by your evaluator's name, and then click on the name to select the evaluator. This method is useful if you have a large number of evaluators.
  - Scroll down the list and click on the radio button next to the appropriate evaluator's name. "Principal12 Training" is selected below as an example.
2. Once you have selected a new evaluator, click on the **Change** button to continue, or click on the **Cancel** button (or the black **X** in the top-right corner) to exit without any changes.



**Change Evaluator** X

1

Teacher or Employee

Principal12 Training principal12hartford@test.edu

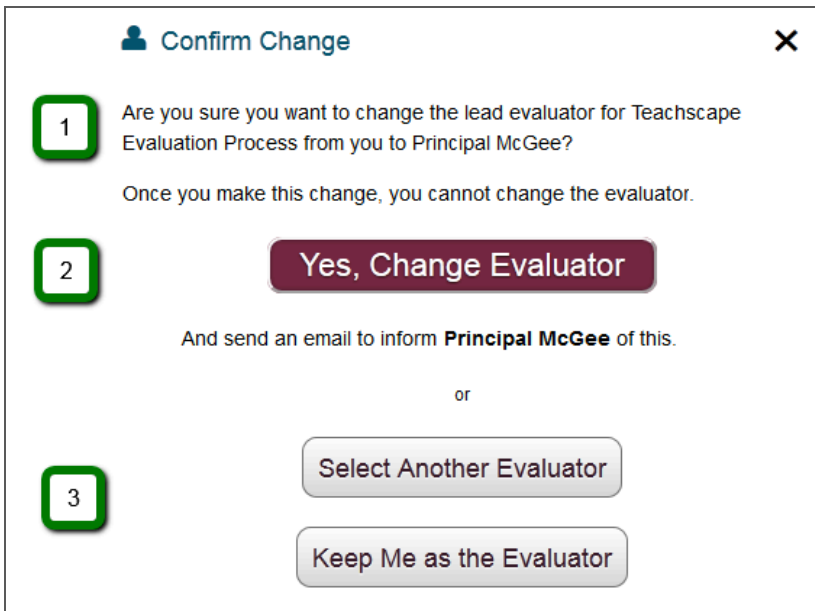
Jennifer Peace jennifer.peace@teachscape.com

Cancel 2 Change

Clicking on the **Change** button opens a confirmation screen, which is shown on the next page.

Following is the **Confirm Change** screen for transferring a lead evaluator.

1. The statement lists the name of the person you are transferring the entire observation workflow to and notes that this individual will become the practitioner's new lead evaluator.
2. Click on the **Yes, Change Evaluator** button to make the change.
3. (Optional) If necessary, you can do the following:
  - Click on the **Select Another Evaluator** button to go back to the selection list pop-up.
  - Click on the **Keep Me as the Evaluator** button if you decide not to transfer the observation.



If you click on the **Yes, Change Evaluator** button, everyone involved in the evaluation will receive an email as indicated in the following list:

- You will receive an email confirming the change to the new lead evaluator you selected.
- The new evaluator will receive an email confirming her/his lead evaluator status.
- The practitioner will receive an email stating that he/she has a new lead evaluator.


**IMPORTANT:** Once you assign another evaluator, you cannot undo the change. (If needed, you may request that the new evaluator reinstate you as the lead evaluator.)

## How to Reassign a Single Observation to Another Evaluator

Evaluators can reassign individual observations to other evaluators. Use the following procedure if you need to change ownership for a single observation in a practitioner's list. If you transfer only single observation(s) to other evaluators, you will continue to be listed as the lead evaluator for that practitioner.

1. Navigate to a practitioner's home page and click on an accordion button to open the appropriate observation listing. As shown in the example below, Aaron Good (the lead evaluator) will reassign the Announced Observation for the practitioner Leticia Diaz.
2. Click on the **Change Evaluator** button under the observation you wish to reassign.
3. Once the observation has been reassigned, the new evaluator's name will be listed where indicated by the green arrows.

Overview > Leticia Diaz

 **Leticia Diaz**  
leticiaad@dhs.org Print

### Teachscope Evaluation Process

My Lead Evaluator: Aaron Good Change Manage Evaluation Results  
Final Score: N/A

1 ▼ Announced Observation (30%) • Evaluator: Aaron Good 3

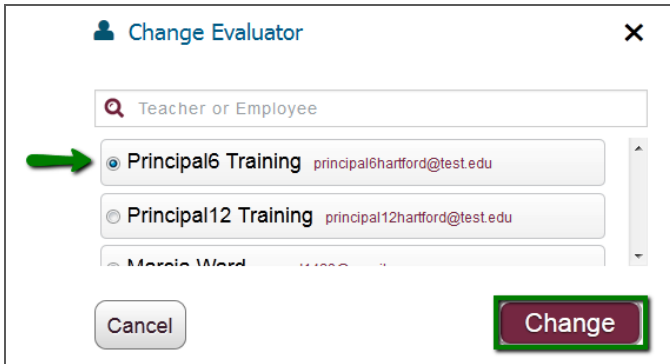
2 Change Evaluator

☰ Pre-Observation Conference and Form • Not Yet Started  
Owner: Leticia Diaz Schedule

👁 Observation • In Progress Cancel Edit  
Observer: Aaron Good

☰ Post-Observation Conference and Form • Not Yet Started  
Owner: Leticia Diaz Schedule

The **Change Evaluator** pop-up opens. As shown below, for this example we will change the evaluator to Principal6 Training. Click on the **Change** button when you are ready.

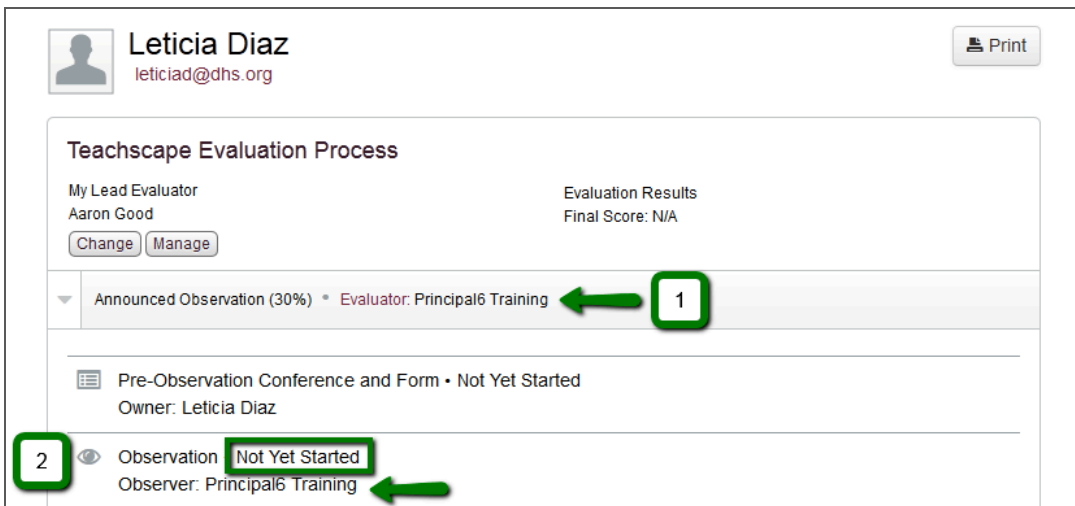


On the confirmation screen, click on the **Yes, Change Evaluator** button to complete the change. Confirmation emails will be sent by the *Reflect* system to the new evaluator and the practitioner.



Note that the evaluator has been updated as shown below. Since the evaluator has been changed to Principal6 Training, Aaron Good can no longer see the **Change Evaluator** button.

1. On the practitioner's home page, the green arrows indicate that the evaluator has been changed to Principal6 Training for the observation and its components.
2. The observation is now listed as **Not Yet Started** as it now belongs to a new evaluator. (As shown in the example on the previous page, Aaron Good had started the original observation and it had been listed as **In Progress**. That status has now been reset.)



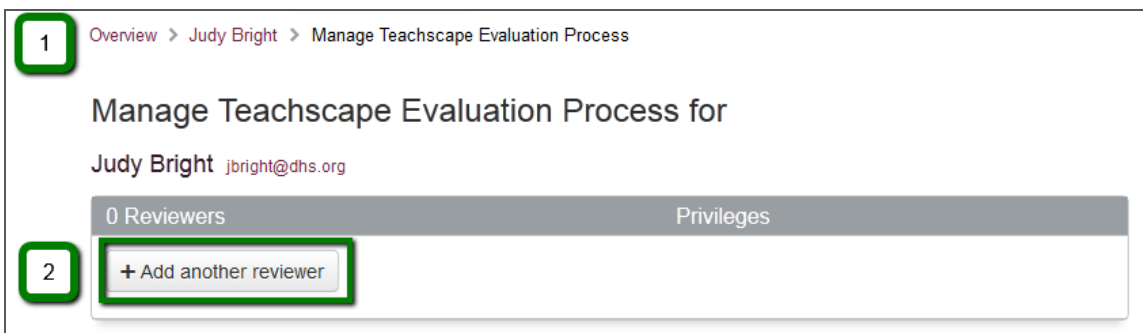
## How to Set Up and Manage Reviewers for a Practitioner

This section provides details on how to add and manage reviewers for a practitioner's observation workflow. You may need to assign limited observation component viewing access to one or more reviewers for collaboration purposes. A reviewer differs from an evaluator because a reviewer typically only has access to read observation notes and results, whereas an evaluator can actually conduct an observation for the practitioner. As an example, you could have reviewer status for one practitioner and be an evaluator for another practitioner.

1. Start by navigating to a practitioner's home page, as shown in the following example.
2. Click on the **Manage** button.



1. The **Manage Evaluation Process** screen opens.
2. Click on the **Add another reviewer** button to continue.



**Note:** The title for this page is configurable and will differ for your school or district.

The following page shows the selection screen you will use to add another reviewer.

You can add additional reviewers for any component of your selected observation workflow.

1. Start by searching for a reviewer's name in the search box and selecting the appropriate person from the list. "Judy Potter" was used in the example below.
2. Select the appropriate checkboxes for that reviewer, as shown in the example below. (Selecting a checkbox means the selected reviewer will have access to read or review the specified evaluation workflow components for that practitioner.) For each observation or item in the list, you can select single sub-components as needed.
3. When you are finished making selections, click on the **Save** button. An email notification will be sent to the new reviewer, outlining the evaluation components that he/she can now view.

The screenshot displays the 'Manage Teachscape Evaluation Process for Judy Bright' interface. At the top, the user's name 'Judy Bright' and email 'jbright@dhs.org' are shown. Below this is a section titled 'Add a reviewer' containing a search box with 'Judy Potter' entered. A list of evaluation components follows, each with a checkbox and sub-components. The 'Save' button is located at the bottom right.

Component	Sub-component	Selected
<input checked="" type="checkbox"/> Announced Observation (30%)	<input checked="" type="checkbox"/> Pre-Observation Conference and Form	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/> Post-Observation Conference and Form	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/> Samples of Student Work	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> 1st Unannounced Observation (20%)	<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Post-Observation Conference and Form	<input type="checkbox"/>
	<input type="checkbox"/> Lesson Artifacts	<input type="checkbox"/>
<input type="checkbox"/> Mid-Year Review	<input type="checkbox"/> Mid-Year Conference and Form	<input type="checkbox"/>
<input type="checkbox"/> 2nd Unannounced Observation (20%)	<input type="checkbox"/> Observation	<input type="checkbox"/>
	<input type="checkbox"/> Post-Observation Conference and Form	<input type="checkbox"/>
	<input type="checkbox"/> Lesson Artifacts	<input type="checkbox"/>
<input type="checkbox"/> End-of-Year Review	<input type="checkbox"/> End-of-Year Conference and Form	<input type="checkbox"/>
<input type="checkbox"/> Student Growth Data (30%)	<input type="checkbox"/> District Assessment (50%)	<input type="checkbox"/>
	<input type="checkbox"/> State Assessment (50%)	<input type="checkbox"/>

**Note:** The title for this page is configurable and will differ for your school or district.

## Best Practices: Reassigning Observations

This section provides information to consider if you will reassign observations on a regular basis throughout the school year. Since observations are conducted by a variety of educators and administrative staff for multiple objectives, it is important to consider who is being assigned to what, and when. You may also consider whether any parts of an observation have already been completed before you attempt to reassign it.

**IMPORTANT:** You should work with the other evaluators in your district or school to ensure they are aware you may transfer assignments to them. Although the *Reflect* system will send notification emails to the new evaluator, the best practice would be to notify or discuss the reassignment with the other evaluator(s) in advance of making the change in the *Reflect* system. You should also consider notifying practitioners if you need to reassign evaluators for some or all of their annual observations.

The following three sections pertain to reassigning observations based on their status, which is listed on the practitioner's home page next to each observation component. The following image provides a visual example of an **In Progress** status and a **Not Yet Started** status.



### Reassigning Observations That Were in Progress

If you reassign an in-progress observation to another evaluator, all of your notes and changes are deleted from the system, and the observation is reset and sent to the new evaluator. You will no longer have the option to reassign this observation. (The **Change Evaluator** button is only visible to the assigned evaluator on the practitioner's home page.)

### Reassigning Observations That Have Not Yet Started

If the observation or component is listed as **Unavailable** or **Not Yet Started**, you can reassign it.

### Reassigning Observations That Were Completed and Confirmed



If the observation or component is in a **Completed** or **Confirmed** state, it cannot be reassigned to a new evaluator.

The following three sections pertain to reassigning observations to the evaluators available in your selection list.

### **Reassigning Observations to Evaluators You Do Not Manage**

Many principals or assistant principals schedule observations with practitioners who are also their direct staff reports. However, your situation may differ and you may not manage or have visibility into a particular evaluator's schedule. If this is the case, you should determine whether this evaluator will have the time to prepare for and complete a scheduled observation at the predetermined time. If rescheduling is permissible, you should allow the evaluator sufficient time to reschedule the observation for a date that also works for the practitioner.

### **Reassigning Observations to Evaluators You Do Not Know**

In a larger school district or geographic area, you may not know all the other evaluators personally. If you determine you need to reassign an observation, make sure the person you assign this observation to is appropriate for both the practitioner and the observation type. For example, observations that will be based on content knowledge should ideally be assigned to evaluators who have the best knowledge of both the practitioner's grade level and the subject matter of the lesson.

### **Working with Other Evaluators in a Large Geographic Area**

Some districts cover large geographic areas and may only have a few evaluators. If applicable, make sure you schedule enough travel time for remote staff to get to your location and set up any necessary equipment. If you checked out AV (audiovisual) equipment, a laptop, mobile device, tablet, or specialized camera to conduct your observation, make sure those items will be available to the new evaluator where applicable, and that the new evaluator has access to the training materials for those items in advance. Finally, make sure the new evaluator knows where the observation lesson will take place. (You can enter a location note in the observation scheduling tool, but the other evaluator may not be familiar with that school campus or room.)

## Evaluators and Practitioners: Pre-Observation Tasks

Your district may require forms or other materials to be submitted in advance of a scheduled observation date. These items are defined by your district, set up in the *Reflect* system, and listed with each applicable observation on your overview page.

### Evaluators: Pre-Observation Tasks

Use the following procedure to access and begin any required pre-observation tasks.

- Log in to *Reflect* and use the search box to select a practitioner.
- Open the applicable observation for the practitioner and review the pre-observation components, as shown below. Determine who needs to complete each task.
- Prepare and upload any required materials, forms, or artifacts in advance of the scheduled observation.
- If you need to participate in a pre-observation conference (meeting), make sure it is scheduled prior to the actual observation.
- If you and/or your practitioner need to complete a pre-observation form, make sure the information is entered into *Reflect* prior to the observation. If there is a scheduled pre-observation conference, you may be required to complete a pre-observation form in advance of the pre-observation conference; allow enough time for any required tasks.

The following sample image shows the dashboard listing for a form owned by an evaluator. As the owner, Aaron Good can click on the **Start** button to open the form and begin completing it.



For more information on starting, completing, revising, and uploading forms, artifacts, and supplemental documents, refer to the [Sample Tasks for All Users](#) section.

## Best Practices: Observation Planning

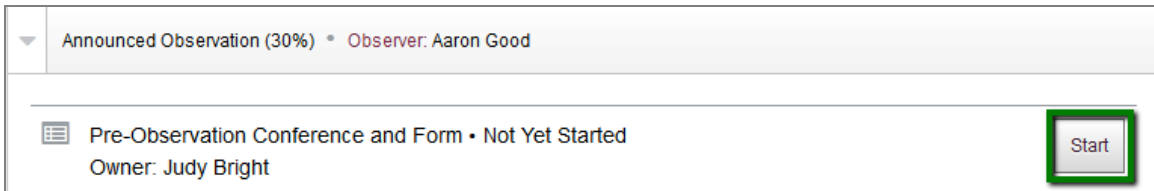
When an evaluator schedules or edits an observation, an email notification is sent to the practitioner. Practitioners can add the event or deadline to their Microsoft Outlook calendar or other compatible calendar tool. See the [How to Add Items Scheduled in \*Reflect\* to Your Own Calendar](#) section for more details.

You may also wish to plan ahead for the entire school year, mapping out due dates for all of your required observations and the associated tasks for your workflows. Some schools have additional deadlines or steps as part of their workflow requirements. Check with your district leader or respective evaluator for more information.

## Practitioners: Pre-Observation Tasks

Log in to *Reflect* and select the appropriate observation from your dashboard. The following sample shows a practitioner's list of pre-observation items, including a Pre-Observation Conference and Form. The evaluator for this observation (Aaron Good) is listed in the title bar. Observations and their tasks can be transferred, so the evaluator's name may change.

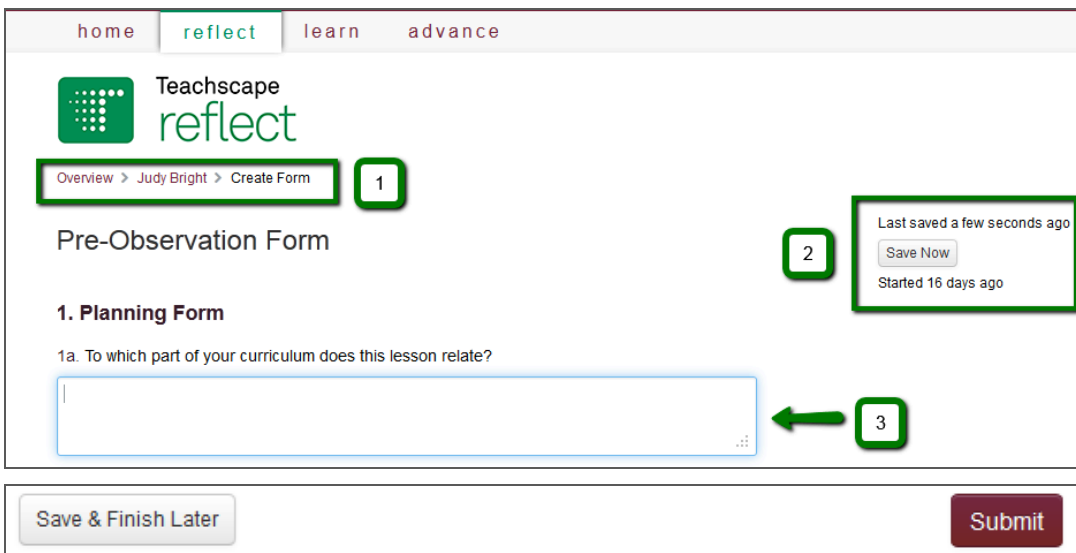
Click on the **Start** button to open the **Pre-Observation Form**.



A **Pre-Observation Form** sample is shown below.

1. (Optional) You can navigate back to your overview page using the "breadcrumb" links described on the next page.
2. (Optional) Click on the **Save Now** button to save the form manually. Forms are auto-saved every 60 seconds.
3. Enter information into the form and click on either the **Save & Finish Later** or **Submit** button. If you click on **Save & Finish Later**, the status is changed to **In Progress**.

**Note:** Once you submit a form, you cannot go back to change or revise it.



For more information on starting, completing, revising, and uploading forms, artifacts, and supplemental documents, refer to the [Sample Tasks for All Users](#) section.

## Evaluators: Sample Observation Workflow Overview

This section provides an overview of the workflow steps that are in place for all observations that have at least one mandatory component to be scored. (Your *Reflect* administrator sets up the mandatory and optional scored components in advance, using your local evaluation rubrics.)

## Evaluators: Observation Workflow Navigation

This section provides high-level detail about the steps you will take when conducting an observation, entering evidence, aligning evidence to components, and (if required by your district) scoring the observation.

When you begin an observation by clicking on the **Start** or **Observe Now** buttons, the observation workflow screen opens to the **Notes and Evidence** page. Observation workflow navigation links are shown at the top left of your screen (see the image below). These links are arranged as “breadcrumbs” for easy movement through the different parts of the online form. This structure allows you to complete and score various parts of the observation in the order that works for you. At any point in the process, you can choose to save and continue your work later.

- **Name:** For reference, the name of the practitioner is shown at the top left.
- **Details:** (Optional) Click on this link for basic details about the observation, including the observation title, practitioner’s name, date, observation type, subject, and grade.
- **Notes and Evidence:** (Required) For more details, see the Evaluators: Enter Evidence and Align to Components section.
- **Score:** (May be required, depending on district requirements) This is the area where you enter scores. For more details, see the [Evaluators: Score the Observation](#) section
- **Observation Summary:** This page provides the summary for the observation.







## Best Practices for Collecting and Sharing Observation Evidence

As an evaluator, you may wish to learn about the different ways you can capture or collect evidence using *Reflect*. The options available to you will depend on the *Reflect* system configurations chosen by your district for your use. Your district regulations will also impact this structure.

### Recommended Methods for Collecting Evidence

Evaluators with *Reflect* for Observations have several options for collecting evidence. Use the following list to assess which option is right for your situation. You may use different methods at different times, depending on the *Reflect* configurations chosen by your district, available equipment, Internet connection, and location of the practitioners you will be observing. You can schedule and collect observation evidence using any Internet-connected tablet device or laptop.

Recommendation	Description
Recommended for areas with a Wi-Fi Internet connection	Using a laptop with Wi-Fi (wireless network) or an Ethernet cable (wired to your LAN, or local area network), open and log in to the Reflect software. Navigate to the appropriate Notes and Evidence form for your practitioner and type in your notes during the observation. This option is described in detail in the Evaluator’s Checklist: Real-Time Evidence Collection Using Reflect section.
Recommended for areas with no Wi-Fi or LAN network	Use the downloadable Teachscape mobile applications with a supported iOS or Android device with Internet access. Otherwise, offline data collection is supported on tablets (if there is no Wi-Fi). Contact your local administrator for more information.

**Note:** You may wish to check the spelling for the data you enter into your forms. Refer to the user Help area for your selected browser (supported by *Reflect*) to set up automatic spell checking.

**IMPORTANT:** The *Reflect* for Observations software is not accessible without an Internet connection. However, if your district has provided an iPad or other compatible tablet device with the *Reflect* mobile software for your use, you can enter observation evidence offline (without an Internet connection).

## Evaluator's Checklist: Real-Time Evidence Collection Using *Reflect*

You have the option of collecting real-time evidence using the software described in this guide. In order to do this, you will need to perform the following tasks in advance:

- Bring a laptop computer to the class you will be observing, or ensure that a desktop computer is available in the classroom for your use and located opposite the practitioner.
- Check your computer login credentials. (Make sure that you have a username and password to use that computer or laptop, and test this prior to the observation.)
- If the computer is not one you typically use, make sure that you have bookmarked the website login URL for Teachscape *Reflect*: <http://login.teachscape.com>.
- Ensure that you have a stable Internet connection available during your observation.

**Note:** If you have the *Reflect* for Video-Based Observations configuration, you will be able to utilize additional options to capture video-based evidence. Your school or district may have acquired a camera or other mobile device(s) for your use; review the equipment manuals for more information.

## Best Practices: Sharing Evidence and Scores with Your Practitioner

There are multiple options to provide feedback to your practitioner using *Reflect*. Depending on your district's requirements, you can choose to share items with your practitioner throughout the observation process. The items can be weighted and calculated to produce an evaluation score (any weighting attributes are based on a formula set up by your district).

### Options for Sharing Feedback

Depending on the items required or configured by your district, practitioner feedback options can include the following:

- Evidence
- Critical Attributes
- Summaries
- Total Score
- Recommendations
- Areas of Strength
- Areas for Growth
- Additional Comments

### Suggestions for Leading Review Conferences with Your Practitioner

As noted in the previous section, there are a variety of items you can choose to share with the practitioner. Depending on the outcomes of your observations, determine the best forum and format for each practitioner and observation type.

If you plan to use the **Share notes and evidence with Practitioner** checkbox to automatically submit observation evidence to the practitioner, consider whether it will be advantageous for the practitioner to see the feedback in written format before meeting with you.

If you meet in person, it is important to conduct a well-planned conversation with your practitioner. This helps the practitioner stay engaged in the evaluation process and also helps him/her to understand what the feedback is used for with respect to his/her role and professional growth objectives. You might choose to only share your final scores, or you may also want to discuss your narrative summary comments and recommendations in more detail. If so, make sure you schedule enough time to have a well-paced meeting during which your practitioner can ask questions. If there are areas for improvement, provide clear examples for reference. To get additional insights, you might assign another observation reviewer to be present at a conference;

make sure your practitioner understands in advance who will be at the meeting and the role of each person involved.

It is common practice to review the observation summary with your practitioner in a face-to-face meeting in order to discuss the rationale behind the scores you assigned to the observation. This meeting can also be a good opportunity to engage around the narrative portion of the observation summary prior to completing it. This is optional, and you can choose to complete the entire narrative portion of the observation summary in advance of any optional or required post-observation conferences with your practitioner. There are districts that do not assign scores to some or all of the components of their observations. In these cases, the observation summary narratives will be the most relevant tools for discussion.

### Overview of Scoring and Review Options

The following list provides an overview of scoring and review options:

- During scoring, once an evaluator clicks on the **Complete** button, the evidence and scores are locked and cannot be changed for that observation. (The narratives can still be modified after you click on the **Complete** button.)
- When the evaluator clicks on the **Confirm** button, the narratives also become locked to edits.
- After the evaluator clicks on the **Submit** button, the practitioner will be able to see the results.

## Evaluators: Enter Evidence and Align to Components

After you start an observation, the **Notes and Evidence** screen will open. Use the following steps to enter evidence during the observation.

- Enter your evidence into the **Notes and Evidence** text box.
- Click on the **Add** button to add each note to the list and clear the text box for entering your next note. (You can edit and delete individual evidence notes later, if needed.) The evidence is saved at the bottom of the screen when you click on the **Add** button. Your notes are listed in the order in which they were entered.
- Click on the **Timestamp** radio button to turn the timestamp on or off.

Bright, Judy: [Details](#) ▶ **Notes and Evidence** ▶ [Score](#) ▼ ▶ [Observation Summary](#)

## Notes and Evidence

Here is my first note about this Observation.....

**Add**

Timestamp:  On  Off

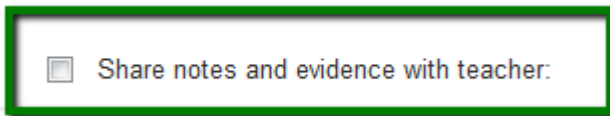
The following items are optional and highlighted in the graphic below.

- Click on the right-hand icons (shown below) to **Edit** or **Delete** each evidence note.
- You can turn the timestamp on or off as needed using the radio button shown below.

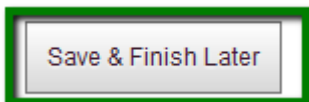


The following button options are available at the bottom of your **Notes and Evidence** screen:

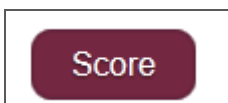
- (Optional) Click on (select) the **Share notes and evidence with teacher** checkbox to make the evidence available to the practitioner who is being observed.
- If you select the **Share notes and evidence with teacher** checkbox, the practitioner will receive an email notification to log in and view the observation details you provided.
- Best practice: Make sure your details are accurate and complete prior to sharing them.



- Click on the **Save & Finish Later** button in the lower left to save a draft of your work. To preserve your work, *Reflect* auto-saves the screen every 60 seconds. An example of this button is shown below.



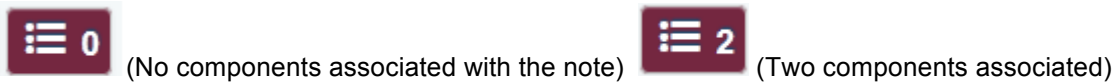
- To continue, click on the **Score** button to begin scoring. You can also click on the **Score** arrow at the top of the page to open the drop-down list. These options are shown below and are covered in more detail in the next section.



### Align Evidence to the Components

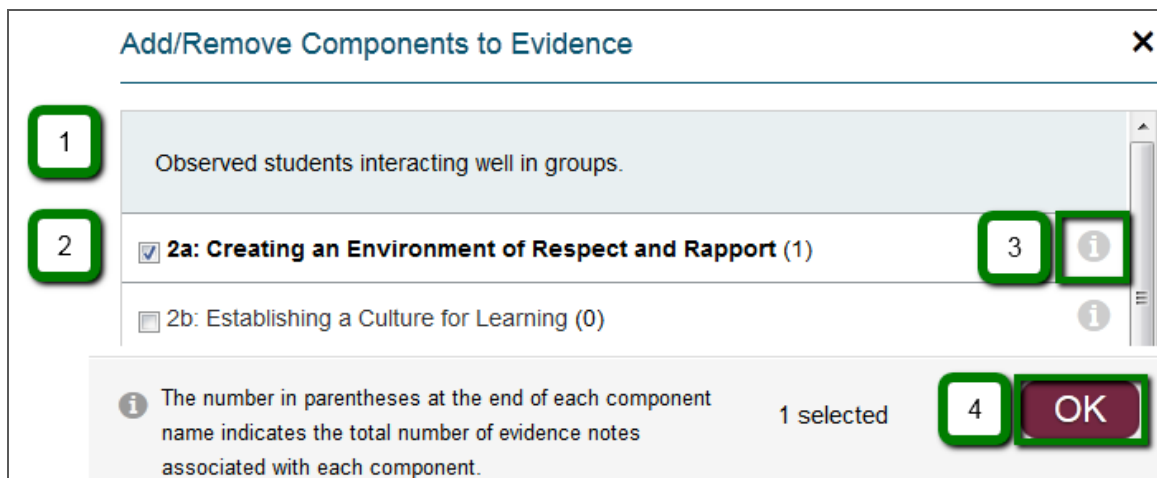
Once you have entered the evidence for the lesson, you will begin to tag this evidence to specific framework components. (You can also do this as you enter the evidence.)

Click on the button shown below left to begin aligning your evidence. The button appears to the right of each note and initially has the number “0”, which indicates there are no components associated with this particular note. Once you begin to add components, the number will be updated automatically. This is shown in the right-hand image below.



When you click on the button, a pop-up window will appear from the top of the screen, displaying components of the framework and allowing you to align the evidence to them as needed. Select the appropriate component with which to associate the evidence note. You can associate multiple components with any note.

1. The window shows the note you are aligning components to.
2. Select the applicable checkboxes, which are located to the left of every component.
3. Click on the “i” icon to open a description of that component, and click on the **Back** button to return to this screen.
4. Click on the **OK** button when you are finished, and move on to the next note.





In the following example, an evidence note has been tagged to three components. A notification is provided at the bottom of the screen, next to the **OK** button.

The screenshot displays a list of components for tagging evidence notes. Each component has a checkbox and a count in parentheses. Three components are selected, indicated by green boxes around their checkboxes: 2a: Creating an Environment of Respect and Rapport (1), 2c: Managing Classroom Procedures (1), and 2d: Managing Student Behavior (1). Other components include 2b: Establishing a Culture for Learning (0), 3a: Communicating with Students (0), and 3b: Using Questioning and Discussion Techniques (0). At the bottom, a notification icon (i) is followed by the text: "The number in parentheses at the end of each component name indicates the total number of evidence notes associated with each component." To the right of this text is a box containing "3 selected" and a purple "OK" button.

Continue to tag your notes to any components you feel the evidence demonstrates. You can tag evidence to multiple components, one component, or none.

**IMPORTANT:** If you do not tag a piece of evidence to ANY components, it will show up as evidence for every component being assessed.

## Evaluators: Score the Observation

After you have completed entering your evidence and tagging it to available components, you will score each observation component. There are two ways to do this using the scoring workflow.

- Click on the **Score** button at the bottom-right corner to move through each component in a sequence.
- Click on the **Score** arrow at the top of the page to score each item in the order you wish.

### Assigning Critical Attributes

The Levels of Performance and their critical attributes are listed on the right-hand side of the screen as shown below. Expand each one by clicking on the **Show critical attributes** link. Select those that apply to each component using the checkboxes. You can select multiple items for each level, as applicable.

Levels of Performance	
<input type="radio"/> <b>N/A Not Evident</b>	<b>Show critical attributes</b>
<input type="radio"/> <b>1 Unsatisfactory</b>	<b>Hide critical attributes</b> ⓘ
<input type="checkbox"/> Teacher is disrespectful towards students or insensitive to students ages, cultural backgrounds, and developmental levels;	
<input type="checkbox"/> Students body language indicates feelings of hurt, discomfort, or insecurity.	
<input type="checkbox"/> Teacher displays no familiarity with, or caring about, individual students interests or personalities.	
<input type="checkbox"/> Teacher disregards disrespectful interactions among students.	

Click on the **Next** button to score the next component.

## Scoring the Observation

- (Optional) Enter text into the **Summary** box and click on the **Add** button to add a summary statement for this component.
- In the **Levels of Performance** area, use the radio buttons to set the level or assign N/A if that component was not evident in the observation.
- Click on the “i” icon to open a small pop-up window with a description of each performance level.
- If you tagged a piece of evidence to a certain component, you will see it listed here; you can edit or delete the evidence here as well.

Bright, Judy: Details > Notes and Evidence > Score > Observation Summary

Score: **2a: Creating an Environment of Respect and Rapport** ?

**Summary (optional)**

This is my summary for this component.

**Add**

Observation date Dec 07, 2012

Here is my first note about this Observation.....  
7:04 pm

**Levels of Performance**

- N/A Not Evident [Show critical attributes](#)
- 1 Unsatisfactory [Show critical attributes](#) ⓘ
- 2 Basic [Show critical attributes](#) ⓘ
- 3 Proficient [Show critical attributes](#) ⓘ
- 4 Distinguished [Show critical attributes](#) ⓘ

### Alternate Navigation for Scoring

You can also score by clicking on the **Score** drop-down arrow at the top of the screen to the right of the word **Score**, as shown below. This drop-down list also provides the scores that are already associated with each component. As shown in the example below, you will see **Score: none** next to items that still need to be scored. You can move through the scoring process in any way that is convenient for you; it is not necessary to go in a specific order when you score each component.



If you need additional information about the component, click on the gray question mark icon highlighted below, and the description will open in the same window. Click on the button again to close the component description.

#### Score: **3a: Communicating with Students** ?

(Optional)

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

When you have completed your scoring process, your screen will look something like the example below.

- Use the text boxes on the right-hand side to enter your narratives, including recommendations, areas of strength, areas for growth, and any additional comments. (This is an optional step in *Reflect*; however, narratives may be required by your district.)
- Click on **Save & Finish Later**, **Submit**, or **Full Summary** to view the printable version of the observation summary.

Bright, Judy: Details ▶ Notes and Evidence ▶ Score ▼ ▶ Observation Summary

**Observation**

Scores and Evidence

2a: Creating an Environment of Respect and Rapport	Score: 3
▶ Good, Aaron	
2b: Establishing a Culture for Learning	Score: 1
▶ Good, Aaron	
2c: Managing Classroom Procedures	Score: 2
▶ Good, Aaron	
2d: Managing Student Behavior	Score: 4
▶ Good, Aaron	
3a: Communicating with Students	Score: 1
▶ Good, Aaron	
3b: Using Questioning and Discussion Techniques	Score: 4
▶ Good, Aaron	
3c: Engaging Students in Learning	Score: 4
▶ Good, Aaron	
3d: Using Assessment in Instruction	Score: 4
▶ Good, Aaron	

**Recommendations**  
You might want to read the book.....

**Areas of Strength**  
Great job working with the junior students in your class.

**Areas for Growth**  
I suggest you work on.....

**Additional Comments**

Save & Finish Later Submit Full Summary

If you click on the **Submit** button, the confirmation screen will open. Click on the **Yes** button to proceed, or click on the **No** button to cancel.

**Confirmation**

Upon completion of this step, results of this observation will be sent to the teacher. Are you sure you want to proceed?

Yes No

- During scoring, once an evaluator clicks on the **Submit** button, the evidence and scores are locked and cannot be changed for that observation. (The narratives can still be modified.)

- Once the evaluator clicks on the **Confirm** button, the narratives also become locked to changes.

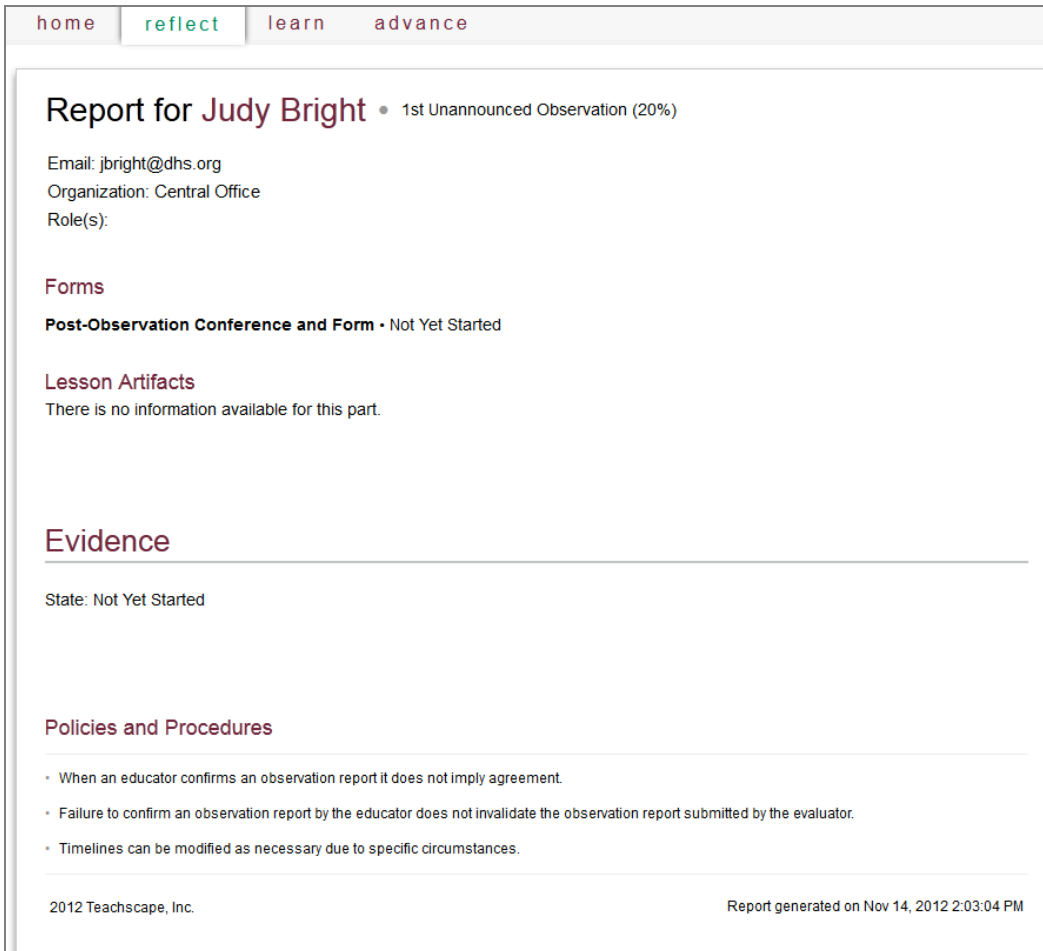
## Observation Summaries and Rationales

### Completing the Observation Summary

To access the summary, go to your *Reflect* **Observations** dashboard, click on the *practitioner's name* in the list, and then open the appropriate observation. To view the observation summary, click on the **View** button as shown below.



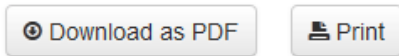
When you click on the **View** button, the observation summary opens as shown below.

A screenshot of the observation summary page. At the top, there is a navigation bar with four tabs: "home", "reflect", "learn", and "advance". Below the navigation bar, the main content area has a title "Report for Judy Bright" followed by a breadcrumb "1st Unannounced Observation (20%)". Under the title, there is contact information: "Email: jbright@dhs.org", "Organization: Central Office", and "Role(s):". Below this is a section titled "Forms" with a sub-section "Post-Observation Conference and Form" and the status "Not Yet Started". The next section is "Lesson Artifacts" with the text "There is no information available for this part.". The "Evidence" section is currently empty. Below that is the "Policies and Procedures" section, which contains three bullet points: "When an educator confirms an observation report it does not imply agreement.", "Failure to confirm an observation report by the educator does not invalidate the observation report submitted by the evaluator.", and "Timelines can be modified as necessary due to specific circumstances.". At the bottom left, it says "2012 Teachscape, Inc." and at the bottom right, it says "Report generated on Nov 14, 2012 2:03:04 PM".

**Note:** The image above shows an example of an incomplete observation summary. The summary sections are updated automatically when the evaluator enters evidence or when the evaluator or practitioner completes and submits required forms and/or uploads artifacts

### Printing and Sharing the Observation Summary

You can **Print** the report and/or **Download as PDF** by clicking on one of these buttons, which appear in the upper-right corner of the report screen. A PDF file is a common way to share a document by email if you include it as an attachment.



If you have questions about your print settings, please see your local administrator.

Teachscape suggests that you consider waiting to share feedback with your practitioner until the report is complete and submitted. You can discuss the report at a Post-Observation Conference if needed. Once you confirm the final Observation Summary Report, you cannot make any edits or changes. The following section describes how to confirm an Observation Summary Report.

**IMPORTANT:** Since this report contains private feedback, make sure that you do not share this report with anyone other than your practitioner unless you have permission to do so. This includes showing the report to someone else in person or emailing the report. If you have any questions about privacy or sharing your practitioner’s data, contact your district leader.

### Evaluators and Practitioners: Confirming the Observation Summary Report

You may be required to confirm the completed Observation Summary Report as part of your workflow. Once the evaluator has scored an observation, the status is set to **Completed** in the **Observation** dashboard, as shown in the sample below.

▼ 1 Completed		
Employee	Observation Name	Completed on
Judy Bright	Lesson Observation - 1st Observer	Dec 7, 2012 4:54:28 PM



## Viewing and Confirming the Observation Summary

The views and data in the observation summary will differ depending on whether the evaluator completed all the narrative sections of the report after scoring the observation.

First, access the observation summary. From the **Observations** dashboard, open the **Completed** section to see the list of completed observations.

As shown below, click on the **Edit** button for your selected observation. The observation will open as shown on the next page.

Live Observations

Completed: 1  Goal: 4

- ▶ 1 Not Yet Started
- ▶ 0 Scheduled
- ▶ 2 In Progress
- ▼ 1 Completed

Employee	Observation Name	Completed on	
Judy Bright	Lesson Observation - 1st Observer	Oct 24, 2012 1:19:14 PM	<a href="#">Edit</a>

- ▶ 0 Confirmed

(Optional) You may also choose to perform this step while you are scoring the observation. In that case, you can access the observation summary by clicking on the **Observation Summary** link at the top of your screen. This link is highlighted below.

Bright, Judy: [Details](#) ▶ [Notes and Evidence](#) ▶ [Score](#) ▶ [Observation Summary](#)

The image below shows an example of an observation window, with the location highlighted.

1. Review the information on the report using the scroll bar on the right side of the window.
2. The following button options are located at the bottom right:
  - To confirm this report, click on the **Confirm** button.
  - If you need to make updates, click on the **Revise** button to edit your responses.  
(In the example below, there is no information on the right-hand side of the page because no observation narratives were included.)
  - Click on the **Full Summary** button to view the report in a printable format.

Bright, Judy: Details ▶ Notes and Evidence ▶ Score - ▶ **Observation Summary**

**1** Lesson Observation - 1st Observer

Scores and Evidence

<b>2a Creating an Environment of Respect and Rapport</b>	Score: 3
▶ Good, Aaron	
<b>2b Establishing a Culture for Learning</b>	Score: 2
▶ Good, Aaron	
<b>2c Managing Classroom Procedures</b>	Score: 2
▶ Good, Aaron	
<b>2d Managing Student Behavior</b>	Score: 3
▶ Good, Aaron	
<b>2e Organizing Physical Space</b>	Score: 2
▶ Good, Aaron	
<b>3a Communicating with Students</b>	Score: 2
▶ Good, Aaron	
<b>3b Questioning and Discussion Techniques</b>	Score: 2
▶ Good, Aaron	
<b>3c Engaging Students in Learning</b>	Score: 3
▶ Good, Aaron	

**2** Confirm Revise **Full Summary**

The following image shows an example of the observation summary report in its printable format. You have the option to **Export to PDF** or **Print** the report, or click on the **Close** button to exit.

Teacher:	Title:	Subject:	Grade:
Bright, Judy	Lesson Observation - 1st Observer	N/A	N/A
Scheduled on:	Oct 24, 2012 - 1:06 PM		
Observation date:	Oct 24, 2012 - 1:10 PM		
Submitted by:	Good, Aaron		
Date Confirmed:	N/A		
Focus:			
Additional instructions:			

**Scores and Evidence**

**2b Establishing a Culture for Learning**

**Good, Aaron** **Score: 2**

---

**Evidence**

Judy started the class with attendance taking. She is calling on individual students.  
1:11 pm

---

**Critical Attributes**

Basic - The teacher conveys high expectations for only some students.  
Basic - Students comply with the teachers expectations for learning, but they dont indicate commitment on their own initiative for the work.

If you click on the **Confirm** button to confirm your report, the following confirmation screen opens. Click on the **Yes** button to proceed, or click on the **No** button to cancel. If you click on **Yes**, your practitioner will receive an email with the observation summary report attached.

**Confirmation**

Upon completion of this step, results of this observation will be sent to the teacher. Are you sure you want to proceed?

Yes No

The practitioner will need to open the report, review it, and click on **Confirm** in order for the observation to be listed as **Confirmed** on your Live Observations dashboard as shown below.

1 Confirmed		
Employee	Observation Name	Confirmed on
Judy Bright	Observation	Nov 13, 2012 4:36:42 PM

## Practitioners: Participating in Observations

Being observed in your teaching practice can be both challenging and rewarding. As with any evaluation, you can achieve better results with some advance preparation. This section provides more information about how to think about and plan for your observations, in order to participate effectively and get the most out of your feedback.

### Best Practices: Scheduling Observations and Tasks

At the beginning of each school year, you should engage with your lead evaluator and evaluator(s) to review any applicable requirements that pertain to your career growth or your local evaluation process. Your evaluator will provide you with the details about participating in each scheduled observation. When an item is scheduled by your evaluator, the *Reflect* system will email details to you. You may also choose to schedule these items in your own calendar for planning purposes. This will help you manage your busy school year. For more information, see the [How to Add Items Scheduled in \*Reflect\* to Your Own Calendar](#) section.

### Best Practices for Being Observed

This section provides a brief checklist of items that can help you be more prepared for your observations. Although this checklist will be most relevant to your scheduled observations, you may also find it helpful to think about if you participate in an unannounced observation.

#### Observation Checklist for Practitioners

1. Review your lesson plan and any associated activities.
2. Review your *Reflect* Pre-Observation Form or any other Pre-Observation Conference notes and materials (if applicable).
3. Check out, test, and set up any required AV (audiovisual) equipment or other special materials needed for your lesson.

4. Set up your classroom environment: If your lesson requires groups of chairs or another arrangement, determine if this can be handled in advance of your class or lesson.
5. Prepare your students: Your school may provide a general statement to make at the beginning of a lesson during which you will be observed, such as “Good afternoon, class, you may notice we have a guest today who will be observing this lesson and making notes. You can participate today as you normally would in our classroom.”

**Note:** If you will be observed using a *Reflect* camera or other recording device, make sure your students know beforehand that they will be filmed, and make sure to have students and their parents sign any necessary release forms. Although your lesson videos are not meant to be shared beyond your district, some students may not wish to be recorded. Specialty cameras or other mobile recording devices can be used with the *Reflect* for Video-Based Observations product. This is a separate *Reflect* component; however, some districts may have installed multiple *Reflect* tools for your use. Refer to the ***Reflect* for Video-Based Observations Quick Start Guide** for more details, or contact your district leader.

## Evaluation Structure

You may want to know more about the structure under which you are being evaluated using *Reflect* tools. This evaluation framework is called a rubric. The *Reflect* system has been customized for your local rubric structure in advance of being integrated at your school. You can ask your evaluator or your district leader for more information about your rubric.

## Training for Evaluators

Your evaluator has been trained to provide you with constructive, well-organized feedback on your teaching effectiveness. The training may be based on a nationally recognized framework, such as Charlotte Danielson’s Framework for Teaching Proficiency System (FfTPS). Using the tools in the *Reflect* system, your evaluator will enter notes and other evidence about your displays of specific teaching criteria or engagement with students.

**Note:** If your district has selected to use Charlotte Danielson’s Framework and installed the Teachscape *Focus* system or the Teachscape *Learn* system, you have additional training materials available to you through the online Help for those components.

These online courses (called learning modules) are based upon Charlotte Danielson's Framework for Teaching Effectiveness Series (FfTES). This series is focused on individual practitioners and educators who are going to be observed by someone trained in the FfTPS. The FfTES materials provide you with additional knowledge around how you will be scored and information on the rigorous training samples set for your evaluators.

## Sample Tasks for All Users

There are two areas of *Reflect* that are common to all users (both evaluators and practitioners).

This section covers the following topics:

- [Completing Forms](#)
- [Uploading Supplemental Documents and Artifacts](#)

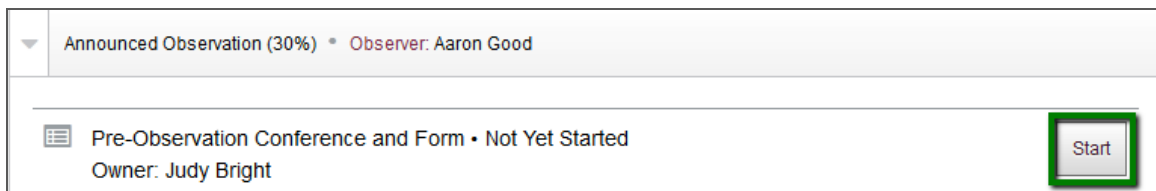
### Completing Forms

During certain parts of your required observation process, you may be asked or required to complete various forms. These items could be required either pre- or post-observation, or both. Whether you are an evaluator or a practitioner, you will access these forms in the same manner.

#### Opening a Form

This section describes how to navigate to a form and open it. In this example, we will show a Pre-Observation Conference Form.

- **Evaluators:** On the **Observations** dashboard, search for a practitioner by name. This is described in the [Evaluators: \*Reflect\* Home Page](#) section. Navigate to practitioner's evaluation page, find the form and click on the **Start** button next to the applicable form.
- **Practitioners:** On your **Observations** dashboard, open the observation and click on the **Start** button for the applicable form. An example is shown below.



The next section describes how to enter data into your form.

## Entering Data into a Form

To complete a form, select each area and type into it. If you entered your data into a separate word processing application first, copy and paste that information into the appropriate section of the form.

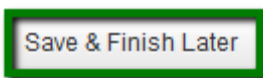
1. A blue box surrounds the area where you are entering text.
2. (Optional) Click on these buttons to **Print** the form or **Download as PDF**.
3. The system also auto-saves your form every 60 seconds; the save status area is highlighted below. Click on the **Save Now** button to immediately save your work.

The screenshot shows the 'Pre-Observation Form' interface. At the top, there is a breadcrumb trail: 'Overview > My Evaluation > Pre-Observation Form'. The main title is 'Pre-Observation Form'. Below the title, there are two buttons: 'Print' and 'Download as PDF'. A callout '2' points to these buttons. Below the buttons, there is a 'Save Now' button and a status area showing 'Last saved Fri, Dec 7, 2012 5:33 pm' and 'Started Sun, Oct 28, 2012 10:58 pm'. A callout '3' points to the 'Save Now' button. The form content starts with '1. Planning Form' and question '1a. To which part of your curriculum does this lesson relate?'. Below this question is a text input field with a blue border and a callout '1' pointing to it. Below question '1a' is question '1b. How does this learning "fit" in the sequence of learning for this class?' with another text input field.

**Note:** You may wish to check the spelling for the data you enter into your forms. Both the Google Chrome and Firefox web browsers provide this feature. Refer to the user Help area for your selected browser (supported by *Reflect*) to set up automatic spell checking.

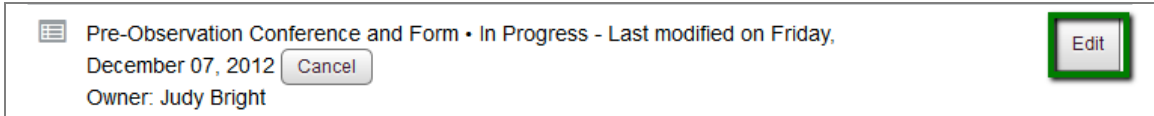
## Saving the Form and Finishing It Later

If you need to save your work on a form and complete it later, click on the **Save & Finish Later** button on the form.



If you click on this button, the status of the form on your dashboard changes to **In Progress**. To reopen the form, click on the **Edit** button. (Optional) Click on the **Cancel** button to reset the form.



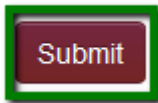


Pre-Observation Conference and Form • In Progress - Last modified on Friday, December 07, 2012

Owner: Judy Bright

### Submitting the Form

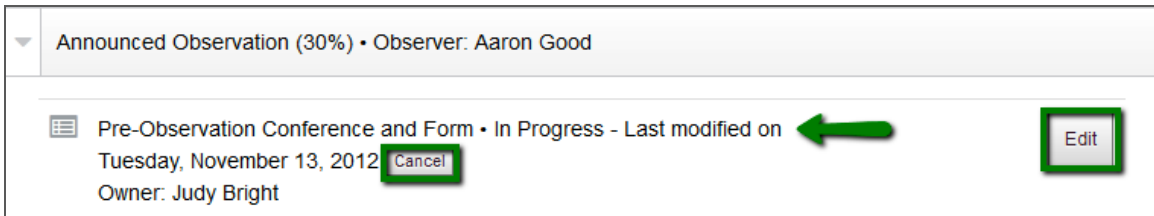
When you are finished, click on the **Submit** button to submit the form.



**IMPORTANT:** Review your form before clicking on the **Submit** button. Once you click on **Submit**, you cannot make changes unless you click on **Cancel** and then **Reset** the form.

### Canceling and Reinstating a Form

The previous section provided details about how to submit a form; however, you may wish to cancel the entire form and start over. Refer to the highlighted options in the image below.



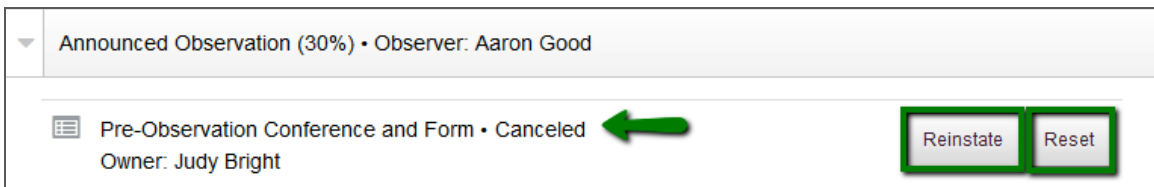
Announced Observation (30%) • Observer: Aaron Good

Pre-Observation Conference and Form • In Progress - Last modified on Tuesday, November 13, 2012

Owner: Judy Bright

If you click on **Cancel**, your form will appear as shown below with the status modified to **Canceled** (see the arrow). Additionally, different button options are available as shown in this image. After you cancel a form, you can either **Reinstate** or **Reset** the form.

- Click on **Reinstate** to return the form view to its previous options (Cancel or Edit).
- Click on **Reset** to erase any progress you have made on the form and delete all items you may have entered. This also changes the form status back to **Not Yet Started**.



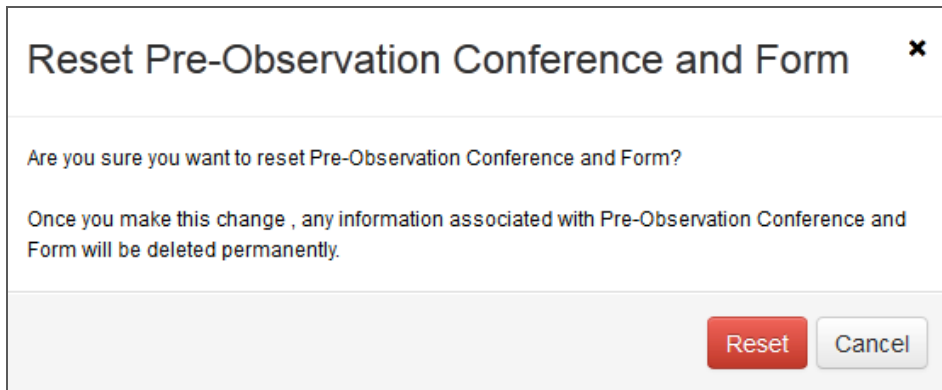
Announced Observation (30%) • Observer: Aaron Good

Pre-Observation Conference and Form • Canceled

Owner: Judy Bright

If you click on **Reset** in your observation overview area, the following confirmation screen will appear. If you click on **Reset** again in this screen, all your prior work on that form will be overwritten (deleted). For clarity, the title of this screen includes the title of the form you were working on.

Click on **Cancel** to exit without changing any of the form data you already entered.



## Uploading Supplemental Documents and Artifacts

You may be required to submit supplemental documents or artifacts for any or all of your observations. The term *artifact* applies to any document you upload into the *Reflect* system. Common examples include lesson plans, activities, samples of student work, and photographs of the classroom environment. Depending on your evaluation structure and process, these items can be scored in addition to your observations. The weighting of any scores for forms or artifacts is calculated in relation to your other weighted items, such as observations. These formulas are entered in advance by your local *Reflect* administrator.

The procedures are the same whether you are an evaluator or a practitioner. Navigate to the appropriate observation, click on its title to expand the list of tasks, and click on the **Start** button on your dashboard (next to the applicable task) to continue and upload. Multiple examples are provided below; notice that these items will have different titles and some are marked optional.

### Artifact Listing on Evaluator's Dashboard Example:

 Evaluator Artifacts (optional) • Not Yet Started Owner: Aaron Good	<a href="#">Start</a>
---	-----------------------

The following examples show that different types of artifacts can be requested from a practitioner.

### Artifact Listing on Practitioner's Dashboard Example 1:

 Samples of Student Work • Not Yet Started Owner: Judy Bright	<a href="#">Start</a>
---	-----------------------

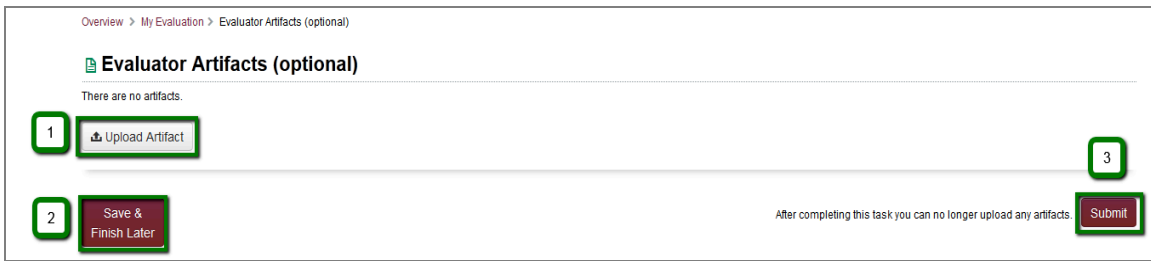
### Artifact Listing on Practitioner's Dashboard Example 2:

 Lesson Artifacts • Not Yet Started Owner: Judy Bright	<a href="#">Start</a>
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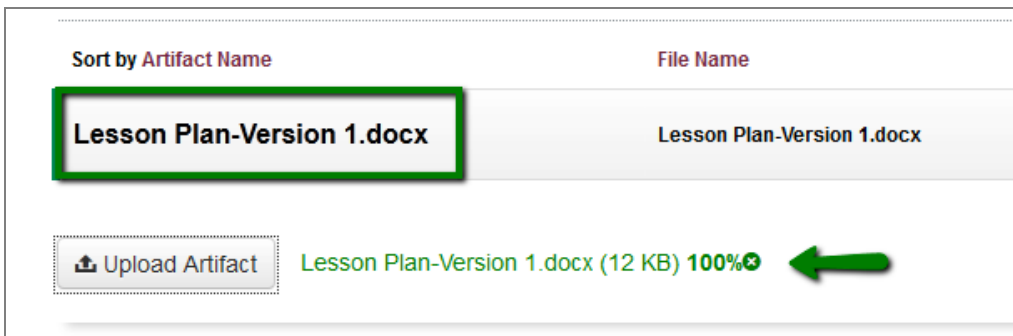
## How to Upload a File

Clicking on the **Start** button from your **Live Observations** dashboard opens the upload window. The example below is for evaluator artifacts. This is reflected in the title of the window shown below.

1. Click on the **Upload Artifact** button to open the document upload window and select a document to upload from your computer. You will click on this button once for each item you wish to upload into the system.
2. (Optional) You can click on the **Save & Finish Later** button to complete this task at a later time.
3. Click on the **Submit** button when you are finished with the upload process.



After you select a file from your computer, the screen will reload, showing the status of your upload, the size of the file, the type of file, and the file name. (The default is the original file name.)



After you upload a file, you might want to add a description or change its title. Locate the buttons next to each uploaded file in your list by clicking on the edit button (with the pencil) shown below in the center. You can delete the file by clicking on the button shown below on the right. Click on the left-hand button shown below to download this file to your own computer.



If you click on the **Edit** button, the following options appear on your upload screen:

1. Edit the title of your uploaded file (**Artifact Name**) in this area. This does not change the title of this file on your computer; it only changes the title of the version you uploaded.
2. Add a **Description** for this artifact. The description field is optional.

Click on the **Save** button when you are finished, or click on **Cancel** if you wish to close the window without saving your changes.

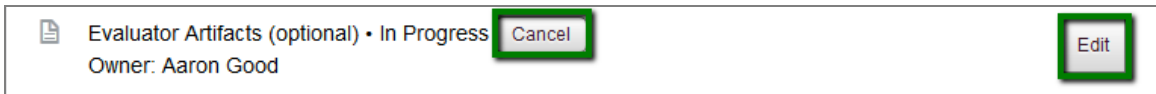


When you are finished uploading your artifact files, click on the **Submit** button.

You can also choose to continue this task at another time by clicking on the **Save & Finish Later** button.



If you click on the **Save & Finish Later** button, your item will appear in your **Live Observations** dashboard with button options to **Cancel** or **Edit**. Click on the **Edit** button to open the artifact upload screen again.



If you click on the **Cancel** button (shown above), the dashboard status of this task will change to **Canceled** (shown below, next to the green arrow). You now have two different button options, **Reset** and **Reinstate**.

- Click on **Reset** to completely delete any data associated with this item.
- Click on **Reinstate** to change back to the Cancel/Edit mode and continue with this item.



If you click on the **Reset** button, you will see a confirmation screen with a title that applies to the item you were working on. An example is shown below.

