

# Informal Observations

Purpose	Informal Observation Protocol
<ul style="list-style-type: none"> <li>•To provide ongoing feedback to the teacher about their instructional practices and progress in reaching their goals</li> <li>•Informal observations conducted by your evaluator can be used in your evaluation.</li> <li>•Informal observations can be used for professional development through instructional rounds and peer observations. These observations are <u>non-evaluative</u> unless the classroom teacher wants them to be considered as evidence towards their evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>•Not required to be pre-scheduled</li> <li>•Does not have to be in the classroom</li> <li>•Department or collegial meetings may be used for Informal Observations</li> <li>•Teacher will be notified in writing if what is observed is to be used as evidence in the evaluation process</li> <li>•Increased frequency of observations enables the teacher's evaluator to observe more of the teacher's practices over time</li> <li>•Informal observations enable the teacher's evaluator the opportunity to observe teacher practices that would not normally be observed through formal classroom observations</li> </ul>

## Implications

- Observation feedback can be evaluative and provide the teacher with information on their level of teaching proficiency (i.e. overall or specific to individual criterion)
- Observation feedback can be non-evaluative with a specific emphasis upon the teacher's professional development
- Any observation evidence used in any observation will always be shared with the teacher. The teacher will have the opportunity to respond to the feedback if he/she thinks that it will be helpful in better understanding the evidence used in their evaluation