

# Observation Scripting Tool Guide

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## Overview

The **Observation Scripting Tool** is intended to be used to collect focused evidence during an observation as well as guide a reflective conversation around the implementation and practices used during the lesson. It also allows teachers to identify and plan for practices and teacher actions they may want to implement in their own classrooms.

Identify focus area(s) and evidence collection for the observation

Collect observational evidence on the focus area

Reflect on the evidence and identify questions, notes, and impacts

## Possible entry points

- When a teacher identifies a focus area on their actions and/or student actions
- When a teacher is learning a new instructional strategy or task
- When a teacher wants to reflect on their practice

## Planning prior to the observation

- Confirm time and focus for observations
- Complete the next steps portion from the Tulsa Way's lesson preparation and planning tools to review focus area(s) and data to be collected
- Consider what social emotional aspects might impact the observation

## Components and Considerations

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### Identify focus area(s) and evidence collection for the observation

Identify and discuss the focus for the observation and what evidence would be best to collect for the reflective conversation.

**Consider:**

*Ask the teacher for the lesson plan prior to the observation if it wasn't co-planned*

*Depending on focus area(s), consider collecting additional evidence that may increase the understanding on the impact from teacher actions to the impact on students.*

### Collect observational evidence on the focus area

Observe the teacher and collect evidence on the previously identified focus area(s). When collecting data consider the effective characteristics of observational evidence:

- Collaboratively identify evidence to collect based on teacher's goals
- Factual and accurate
- Specific and focused
- Student centered
- Timestamps and behaviors can be helpful for understanding impact

**Consider:**

*Choose a place in the classroom that will provide the best place to collect evidence.*

*If the teacher has given permission, move around the classroom to listen to student discussions and view their engagement in tasks.*

*If the teacher has given permission, take photographs of the learning environment or learning artifact or note the artifacts to reference it in the post observation conversation.*

### Reflect on the evidence and identify questions, notes, and impacts

Individually reflect on observational data prior to the post observation conversation and capture any questions and/or notes around the evidence for the focus areas.

**Consider:**

*Identify areas of success as well as areas of growth you may want to help the teacher identify during the post observation conversation*

*Use any district or organization frameworks to help align evidence to descriptors*

