
AUGUST 2012



INITIAL IMPLEMENTATION PHASE SY2011-12
PARTICIPANT FEEDBACK REPORT ON THE
***First Formal Observation Cycle of the
Educator Growth and Development Cycle***

Talent Management Division
333 S. Beaudry Avenue, 14th floor
Los Angeles, CA 90017
(213) 241-3444- Voice
(213) 241-8920 - Fax



SUMMARY

In this third feedback report since the start of the Initial Implementation Phase of the Educator Growth and Development Cycle (EGDC), we summarize the survey responses from participating teachers and observers on their experience with the remaining elements of the first formal observation cycle. As a follow-up to the February 2012 Feedback Report, which summarized participant experiences with the self-assessment, lesson design, and AGT results, this August 2012 Feedback Report covers the pre-observation conference, the first formal classroom observation, the post-observation conference, and the Individual Growth Planning process. Overall, participants offered critical, yet constructive, feedback about the value of an observation cycle that is grounded in the Teaching & Learning Framework as well as suggestions about improving the process, training, tools, and activities associated with the EGDC.

I strongly believe that I have made new insights on how to evaluate my teachers more effectively. Where in the past, I have been opinionated on my observations, I [now] rely much more on facts of the observation itself. I have also learned to build relationships with teachers to trust my judgment and to effectively change some of their instructional practices. This model of observation, though time consuming, is a much more accurate way to evaluate teachers, but trust must be established between participants."

—Observer

KEY RECOMMENDATIONS

- Strengthen observer training to:
 - Coach observers on conducting the pre-observation and post-observation conference.
 - Provide more opportunities to practice capturing, tagging, and scoring evidence.
 - Recommend activities that will help teachers meet their growth goals.
- Strengthen teacher training to:
 - Clarify the purpose of the pre-observation conference.
 - Clarify the ideal timing between observation, post-observation conference, and observers' inputting of scores for teachers to review.
 - Explain how teachers' lessons will be observed and scored based on the Teaching & Learning Framework rubrics.
 - Complete the Individual Growth Plan.
 - Include time to complete EGDC tools and collaborate with colleagues
- Provide teachers examples of lesson plans aligned to the Teaching & Learning Framework focus elements and examples of Individual Growth Plans.
- Expand the menu of professional development options, including opportunities to observe peer teachers that demonstrate effectiveness in the participating teacher's growth element(s).
- Make the technology platform more user-friendly.
- Streamline the process so that it is less time consuming and clarify the sequence and timing of activities.



INTRODUCTION

Over the last two years, the Los Angeles Unified School District (LAUSD, or the District) has worked with internal and external stakeholders, including teachers, administrators, labor partners, parents, and students, to develop multiple measure performance review systems that will allow the District to better differentiate between the performance levels of its educators, celebrate and recognize excellence, and provide targeted support to improve teaching and learning. The district has set as a goal, that by 2016, every classroom will be led by an effective teacher, every school will be led by an effective school leader supported and surrounded by a team of effective support personnel. The 2011-2012 Initial Implementation Phase (IIP) of the Educator Growth and Development Cycle (EGDC) and the School Leader Growth and Development Cycle (SLGDC) tested out the multiple measure performance review and support systems we seek to bring to a district-wide scale for our teachers and school leaders.

In this phase, we worked with a set of representative schools throughout LAUSD, where participants provided critical feedback on the tools and process necessary to further develop and refine the components. Teachers, school leaders, and central and local district office personnel who volunteered to participate in the no-stakes IIP became the first in the District to test out the draft tools and processes of the Educator and School Leader Growth and Development Cycles. The findings in this report are part of our commitment to collect, synthesize, and respond to feedback from participants. Data received from this survey continue to inform refinements to the LAUSD Educator Growth and Development Cycles and the tools associated with these processes.

“Even though it was a lot of work at first, I got a lot out of it. I like the steps in the Lesson Design and the reflective piece afterwards. The questions really make you stop and think about what you are doing in your classroom and why you are doing it.”

-Teacher

“To me the benefit is in the process: I have the opportunity to really look and to reflect on my practices; I had the chance to talk to my observers and to get some honest data. Best of all, so far I have really gotten some good advice. I really feel that the people involved in this process really care about helping me improve.”

-Teacher

“I valued that our ideas were heard and implemented throughout the cycle.”

-Teacher

Feedback Survey Methodology

While the February 2012 feedback report focused on responses from participants on the self-assessment, lesson design, and Academic Growth over Time, this survey sought feedback on the remaining components of the first formal observation cycle, including the pre-observation conference, the formal observation of practice, and the post-observation conference, as well as Individual Growth Planning process. This feedback survey was developed by District staff, with consultation by our program evaluation partners.

Survey responses were collected via an email link between mid-March and mid-April 2012. Despite efforts to extend the survey period and follow up with IIP participants, the overall response rate of 43% was lower than previous feedback surveys due at least in part to timing of the survey period and participant availability.

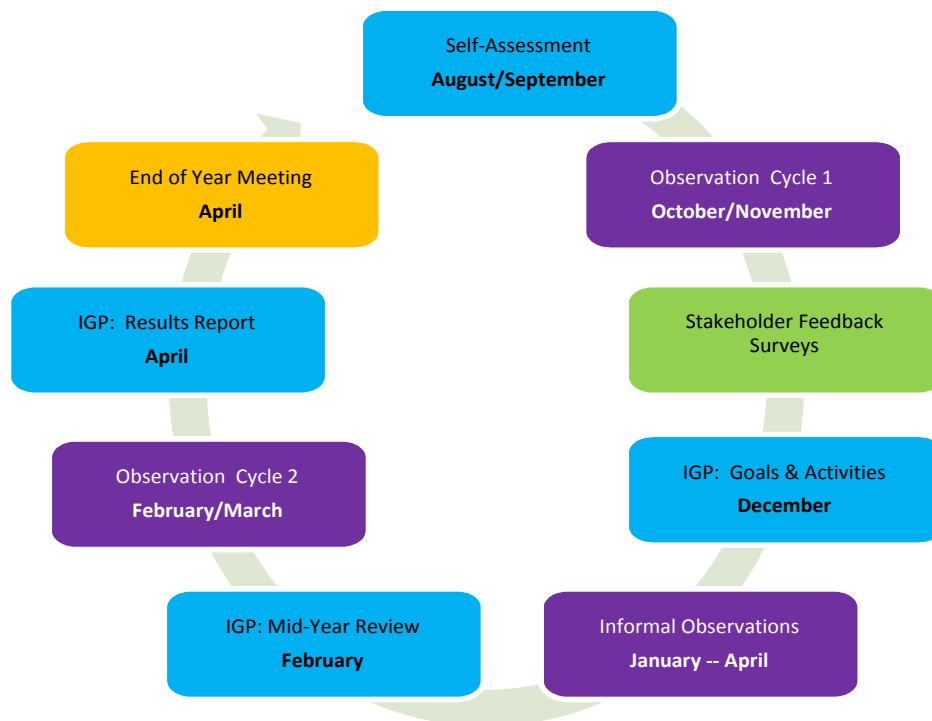
EXHIBIT 1: Feedback Survey Response Rate

	Teachers	Observers	Total
Current IIP Participants	365	328	693
Survey Respondents	169	128	297
Response Rate	46%	39%	43%

Observer respondents included site-based principals as well as local and central district instructional experts and leaders. Most observations were conducted in pairs that consisted of a Primary and Second Observer. Of the 128 observer respondents, 40% were Primary Observers, 57% were Second Observers, and 3% served in both roles. Of the 169 teacher respondents, 64% teach in elementary school, 21% in middle school, and 17% in high school.

The Educator Growth and Development Cycle

The Educator Growth and Development Cycle has been designed to gather evidence of teaching practice and impact on student learning outcomes through multiple measures, and to support all educators in improving their practice. The Educator Growth and Development Cycle includes a series of reflection activities, formal and informal observations, observer/teacher conferencing and coaching, and professional goal setting activities, all aimed at helping teachers identify areas of strength and opportunities to improve their practice. The full Educator Growth and Development Cycle process includes the following components:





PRE-OBSERVATION CONFERENCE

Before each formal observation of practice, the teacher and observer(s) meet to:

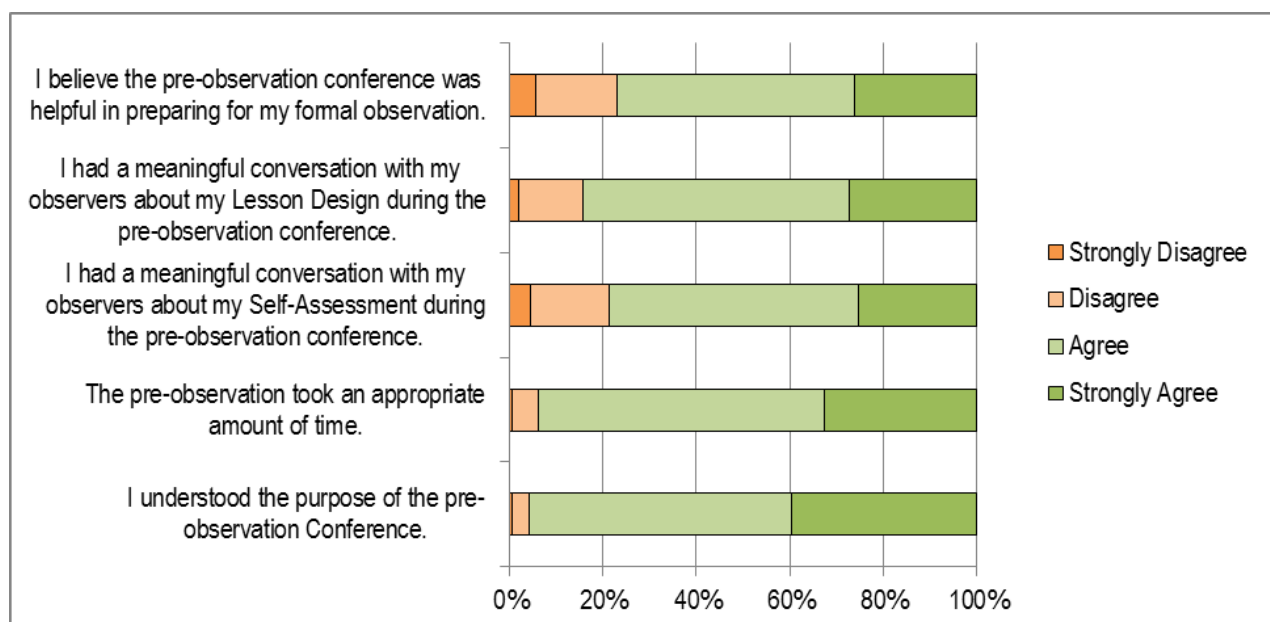
- Provide the teacher with an opportunity to share his/her thought process in developing the lesson plan and provide additional details about his/her plan
- Discuss and clarify the teacher's Self-Assessment and upcoming lesson
- Provide an opportunity for the observer to identify strengths and areas for improving the instructional plan prior to the observation; and
- Provide the observer with a source of evidence for assessing Standard 1 of the Teaching & Learning Framework: Planning and Preparation.

"Speaking with my observer before being observed made me feel more confident that I was not being judged but rather given positive feedback."

-Teacher

Ninety-six percent of teacher respondents reported participating in a pre-observation conference. Teachers felt that they understood the purpose of the conference and that the meeting took an appropriate amount of time. Teachers generally had positive experiences with the pre-observation conference, with approximately 80% of teacher respondents agreeing that the conference was helpful to prepare for the formal classroom observation, and conversations regarding the lesson design and self-assessment during the conference were meaningful. Among teachers and observers, 72% reported that pre-observation conferences lasted 45 minutes or less.

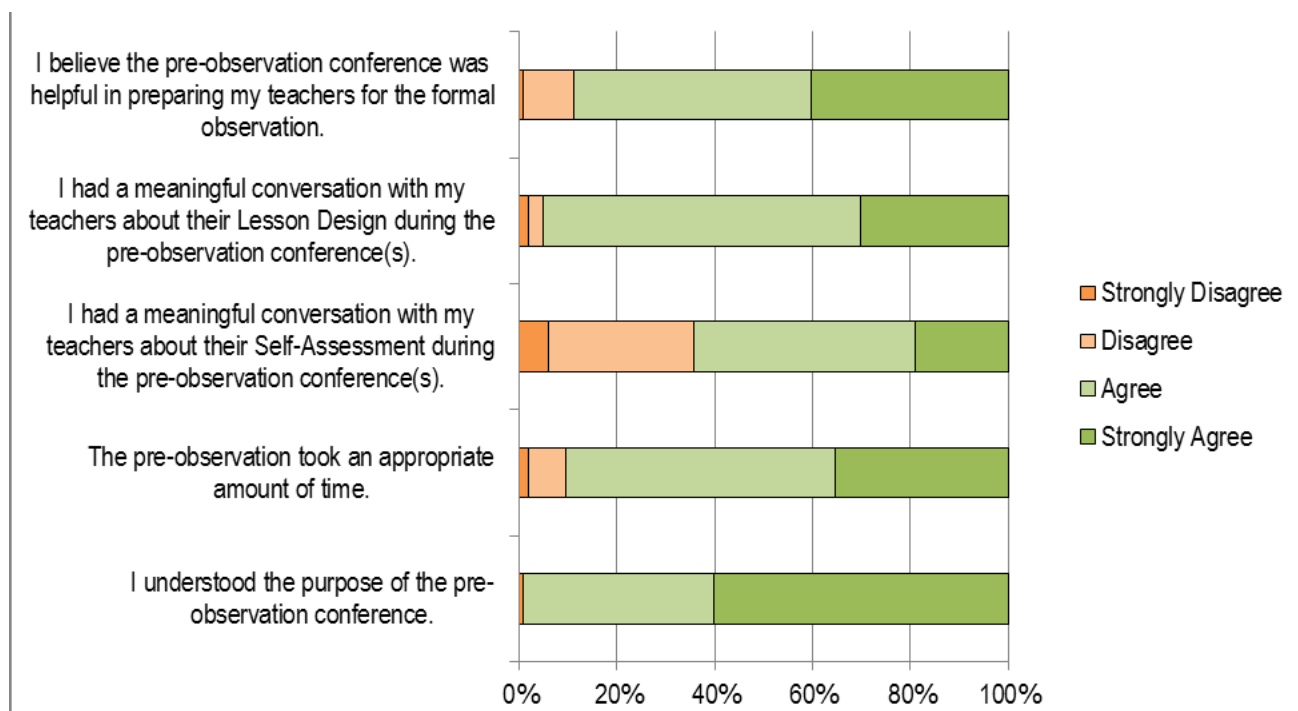
EXHIBIT 2: Teacher Opinions on the Pre-observation Conference



In closed-answer survey responses, teachers reported that they understood the purpose of the pre-observation conference. However, some teachers' open-ended comments revealed confusion as to what that intended purpose was. For example, one teacher said, "My observers didn't offer suggestions on how I can make my lesson more effective." This suggests a need for greater clarity on the purpose and expectations of the pre-observation conference, specifically regarding whether the meeting is intended to help the teacher improve his/her lesson design, or to collect additional evidence and clarify the teacher's plan for the formal observation. Despite this confusion, survey responses reveal that teachers generally had positive experiences with this component of the Observation Cycle. "I think the pre-observation is essential so that the observers can get a feeling for the classroom and the work that is taking place there," said one teacher.

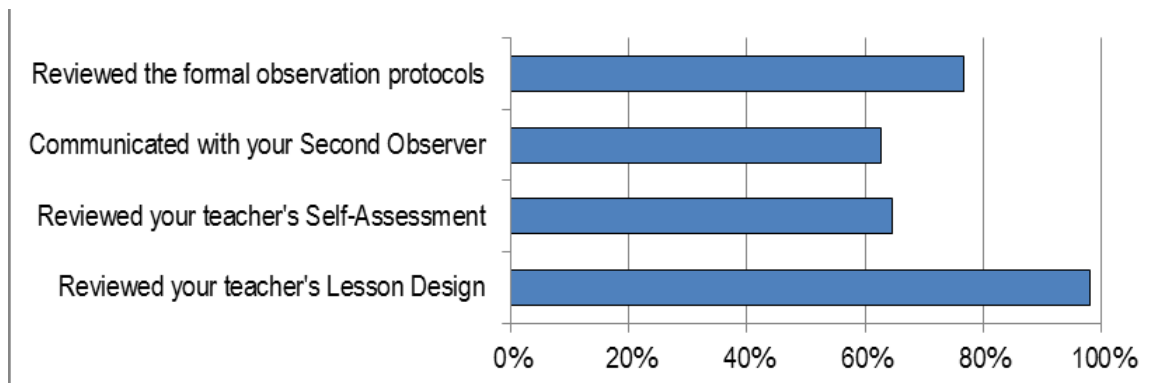
For observers, approximately 90% or more agreed that they understood the purpose, had meaningful conversations about the lesson design, helped prepare their teacher for the observation, and that the meeting took an appropriate amount of time. Over a third of observers did not agree that they had meaningful conversations about the teacher's self-assessment (teachers were not required to share their self-assessment with observers in this Initial Implementation Phase).

EXHIBIT 3: Observer Opinions on the Pre-observation Conference



Nearly all observer respondents reported reviewing their teacher’s Lesson Design before conducting the pre-observation conference. The large majority of observer respondents also reviewed formal observation protocols provided by the district, communicated with their paired observer, and read their assigned teacher’s self-assessment prior to the pre-observation conference. Qualitative feedback from teachers and observers noted that further clarification around how to prepare and conduct pre-observation conferences would be helpful. A teacher shared, “Observers should prepare questions that are specific to each teacher. General questions are part of the protocol, but there are some questions that are specific to the area of need for each teacher.” An observer added, “Teachers needed more PD on this topic and I feel [that] we as administrators need more as well to assist them.” This desire for additional support and training is reflective of the timing between when training and the actual pre-observation conferences occurred, which in some cases spanned two months or more.

EXHIBIT 4: How Observers Prepared for the Pre-observation Conference



RECOMMENDATIONS

- Increase clarity on the purpose and expectations of the pre-observation protocols for both teachers and observers.
- Train observers to prepare for and conduct the pre-observation conference.
- Work to better align teacher training to the Educator Growth and Development Cycle timeline.



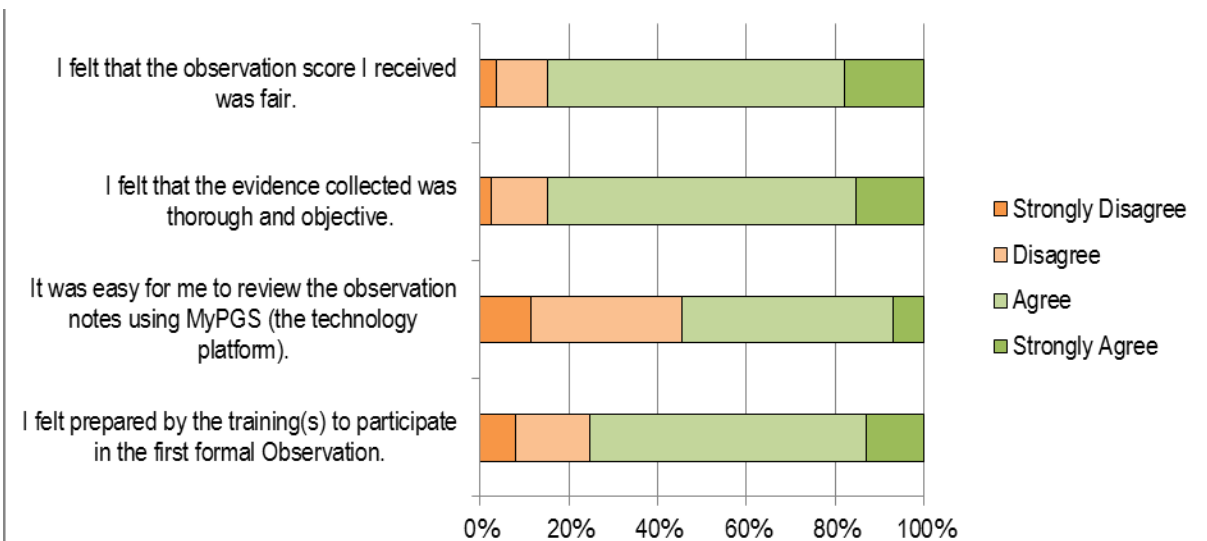
FORMAL OBSERVATION OF PRACTICE

During a formal Observation of Practice, the observer visits a teacher’s classroom and collects evidence for 30-90 minutes or the full duration of aforementioned lesson. This provides an opportunity for the teacher to demonstrate his/her instructional practice in order to receive feedback that will support his/her professional growth and development, and provides the observer with a source of evidence for assessing Standard 2: The Classroom Environment and Standard 3: Delivery of Instruction (from the Teaching & Learning Framework). After the lesson, the observer aligns evidence collected during the lesson observation to elements in the Teaching & Learning Framework and shares this with the teacher. The observer is also responsible for scoring each element of practice on a range of four performance levels: Ineffective, Developing, Effective, or Highly Effective, as described in the Teaching & Learning Framework Rubrics.

Ninety-eight percent of teacher respondents reported completing a formal observation of practice with their observers. The majority of survey respondents (64%) reported that their observation period lasted between one and two hours. Over 80% of teachers felt that evidence collected on their instructional practice was thorough and objective, and the observation score they received was fair. However, teacher feedback indicates that LAUSD can improve trainings to prepare teachers for formal observation and make the technology platform more user-friendly.

Some teachers perceived that their observers experienced difficulty capturing the oral dialogue, small group interaction, and physical environment while typing evidence. “Transcribing made it difficult for observers to catch many visual things as well as hear students because they were too busy writing or typing. Videotaping would be much better and teachers can learn from observing themselves,” said a teacher. Other teachers found it challenging to design a lesson that would address the focus elements in the Teaching & Learning Framework for the first time. “In my first observation and lesson design, I did not comprehend many components from the rubric and I did not guide my lesson using those components. On the other hand, on my second lesson, I guided my lesson from the rubric and my lesson improved in many components.”

EXHIBIT 5: Teacher Opinions on the First Formal Observation of Practice

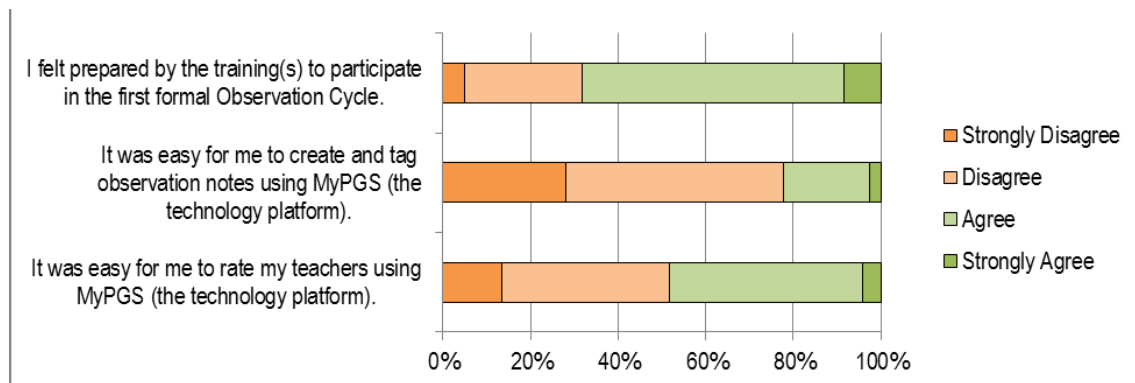


The majority of observers reported spending between one to two hours tagging evidence and scoring the teachers' practice. Observer respondents generally felt that tagging observation evidence and scoring within the technology platform was difficult. Major improvements to the technology platform have been completed throughout the Initial Implementation Phase as a result of participant feedback, and LAUSD observers can expect to see a new look and features in SY 2012-13. For example, aligning and rating observation evidence now requires fewer steps, and the Teaching & Learning Framework rubrics are embedded within the observation rating portion of the platform.

"The tagging takes the most time. Getting used to the format and application using the rubric was time-consuming. It didn't help that I had to keep looking back at the notes or the rubric pages."

–Observer

EXHIBIT 6: Observer Opinions on the First Formal Observation of Practice



Several observers also requested additional training on tagging evidence and inputting ratings for observed elements in the Teaching & Learning Framework. An observer commented, "I wanted/needed training where I could view a short portion of a lesson while looking for specific elements. I needed to hear what the experts saw and how they rated the lesson." Observer trainings for SY 2012-13 have been adjusted to meet our administrators' request for additional practice and feedback on tagging and scoring evidence.

RECOMMENDATIONS

- Make the MyPGS technology platform more user-friendly for tagging evidence, and inputting and viewing scores.
- Provide additional support, training, and practice opportunities for observers to capture, tag, and score evidence.
- Incorporate into teacher trainings additional explanation on how classroom observations are given ratings based on the Teaching & Learning Framework rubrics.



POST-OBSERVATION CONFERENCE

After each formal observation of practice, the teacher and observer(s) meet to:

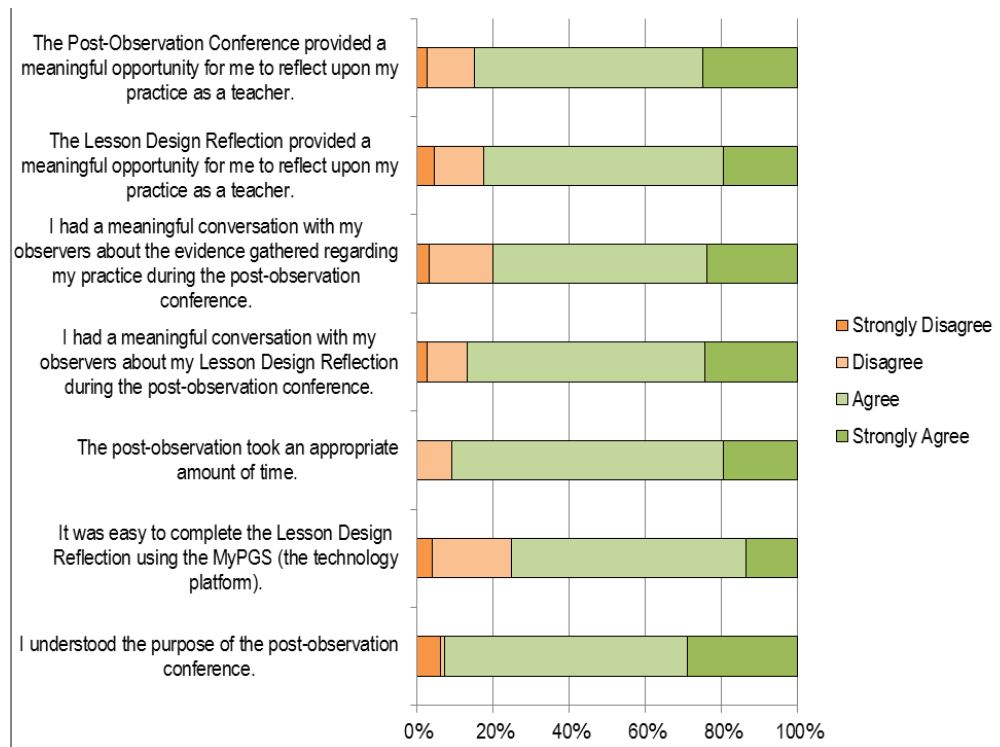
- Provide the teacher an opportunity to reflect upon the execution of the lesson, to describe student progress and to outline next steps;
- Provide an opportunity for the observer to view student performance results and sample work from the lesson; and
- Provide the observer with a source of evidence for assessing Standard 5 in the Teaching & Learning Framework: Professional Growth.

“This [post-observation conference] was helpful because it allowed me to see the observers’ eyes... This process makes you think about what you are doing.”

–Teacher

Ninety-five percent of teachers reported participating in a post-observation conference, and 69% of all respondents reported that the post-observation conferences they took part in lasted less than one hour. Teachers felt that they understood the purpose of the conference and that the meeting took an appropriate amount of time. Teachers generally had positive experiences with the post-observation conference and Lesson Design Reflection, with at least 80% of teacher respondents agreeing that they had meaningful opportunities to reflect on their practice and conversations regarding the evidence collected during the observation and their Lesson Design Reflection. Several teachers expressed the desire to view scores prior and discuss them during the post-observation conference. “I would have ideally liked to have my scores available at my post-observation conference, so that I could discuss them with my observers.” Moving forward, the district might clarify to teachers the ideal timing between observation, post-observation conference, and observers’ inputting of scores.

EXHIBIT 7: Teacher Opinions on the Post-observation Conference

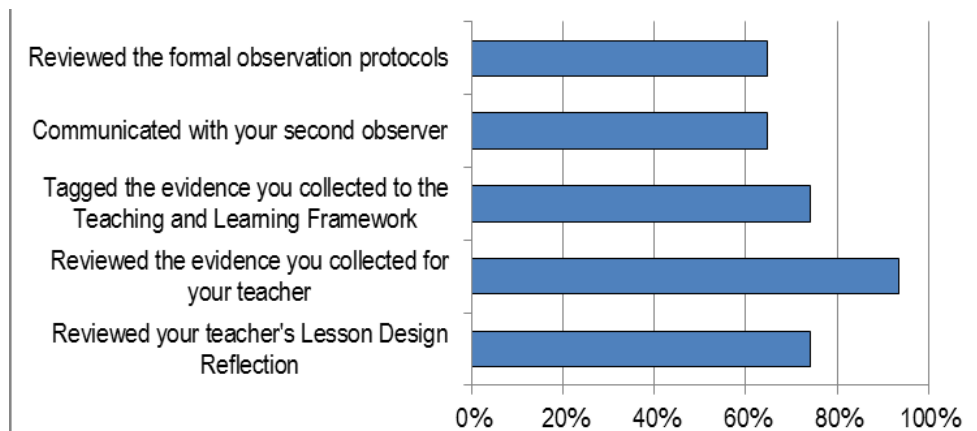


Observers generally reported that the post-observation conference gave them the opportunity to have meaningful professional conversations with their teachers regarding their instructional practice. Nearly all observers took time to prepare for the post-observation conference, most frequently reviewing evidence from the formal observation beforehand. Observer respondents also indicate that viewing the Lesson Design Reflection within the technology platform and training to conduct post-observation conferences could be strengthened.

“The evidence and rubric made this a more objective process. It wasn't a value judgment I was making personally. This helped. Sticking to the language of the rubric made it seem less critical of him as a person.”

–Observer

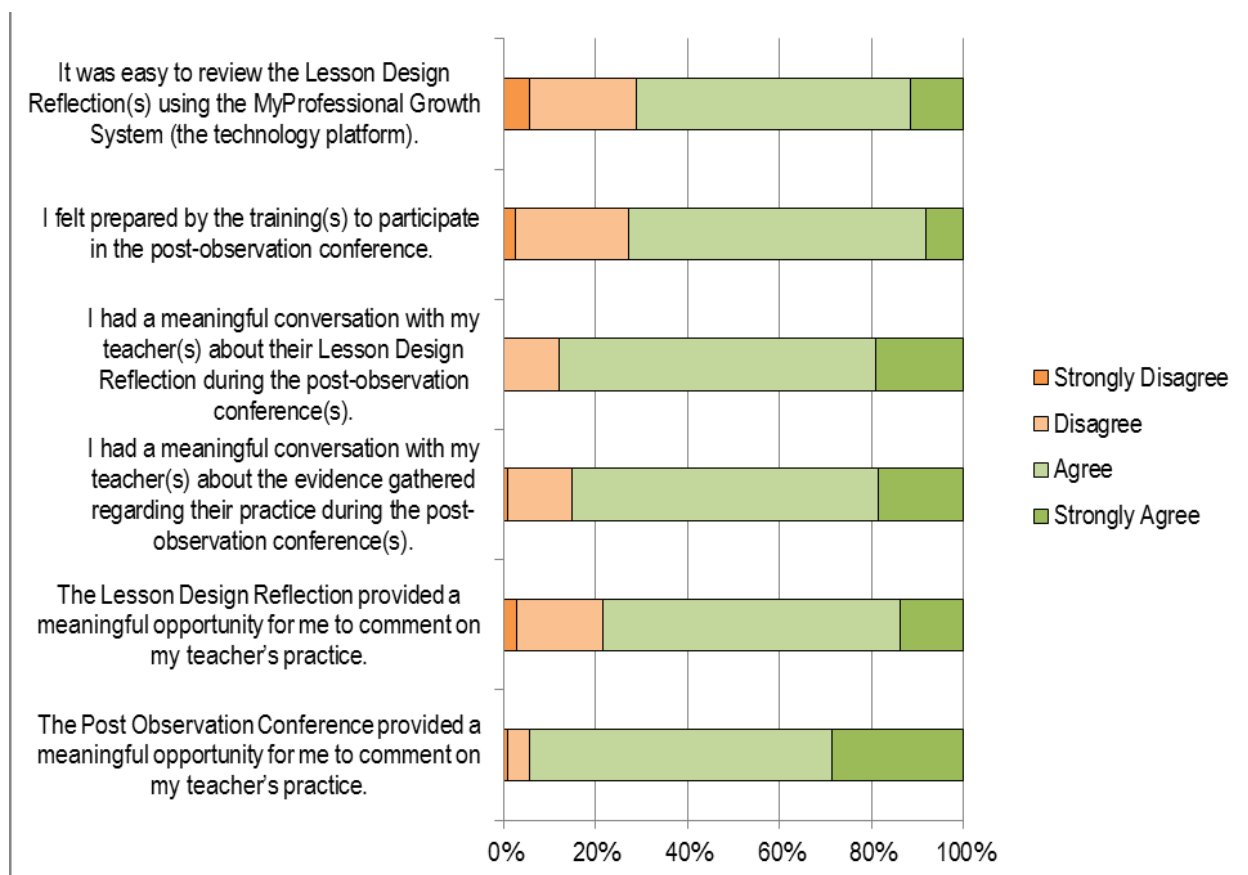
EXHIBIT 8: How Observers Prepared for the Post-observation Conference



OBSERVERS: What were some effective conversational points/strategies that you used during the Post-observation Conference?

- *Questions that invite the teacher to reflect:*
 - “Paraphrasing the teacher and using invitational questions so that the teacher could reflect on her practice while we were having the conversation.”
 - “Posing the question, ‘What do you feel went well, [and] what could be improved on?’”
 - “I shared areas of strength and areas that I had ‘wonderings’ about.”
- *Probes to improve teaching practice:* “The most effective conversational points were those that focused on questions about engaging in practices that might lead to the desired results. For example, ‘How might you alter your lesson in order to get the students to fully understand the use of persuasive techniques in their essays?’”
- *Focus & Goal-setting strategies:* “The teacher identified an element to focus on, evaluated, and made a plan of action for the next observation.”
- *Emphasize continuous learning:* “Remind teachers that we are piloting, that we've never used this tool, that we are all lifelong learners, that this is just a snapshot in time.”
- *Use the Teaching & Learning Framework to guide the discussion:* “Referring to Framework [rubrics] for all conversation points, reading descriptors of the Framework.”
- *Evidence-based conversations:* “I was in the regular practice of using the focus elements as a conversational point. I would also provide teachers with an un-tagged script of their lesson... This took the emotion out of the conversation. The teacher was able to look at the notes as data and evidence. This also helped me as the observer to look at the data with objectivity.”

EXHIBIT 9: Observer Opinions on the Post-observation Conference



As discussed above, approximately one-quarter of observer respondents did not feel adequately prepared to engage with their teachers in the post-observation conference. In particular, several observers experienced difficult conversations when teachers did not agree with observation evidence and/or scores. As one observer shared, "I don't think we have ever been given clear instructions or protocols on how to handle cases where the teachers disagree with the scoring and get defensive about it. I think it would be beneficial to talk about those scenarios." Several observers requested "specific training on how to facilitate the post-observation conference. I would like to see videos of effective conferences to get a better feel for how these look."

RECOMMENDATIONS

- Clarify to teachers the ideal timing between observation, post-observation conference, and observers' inputting of scores.
- Observer training and protocols for the post-observation conference, with specific suggestions on conducting difficult conversations when differences arise on observation ratings.

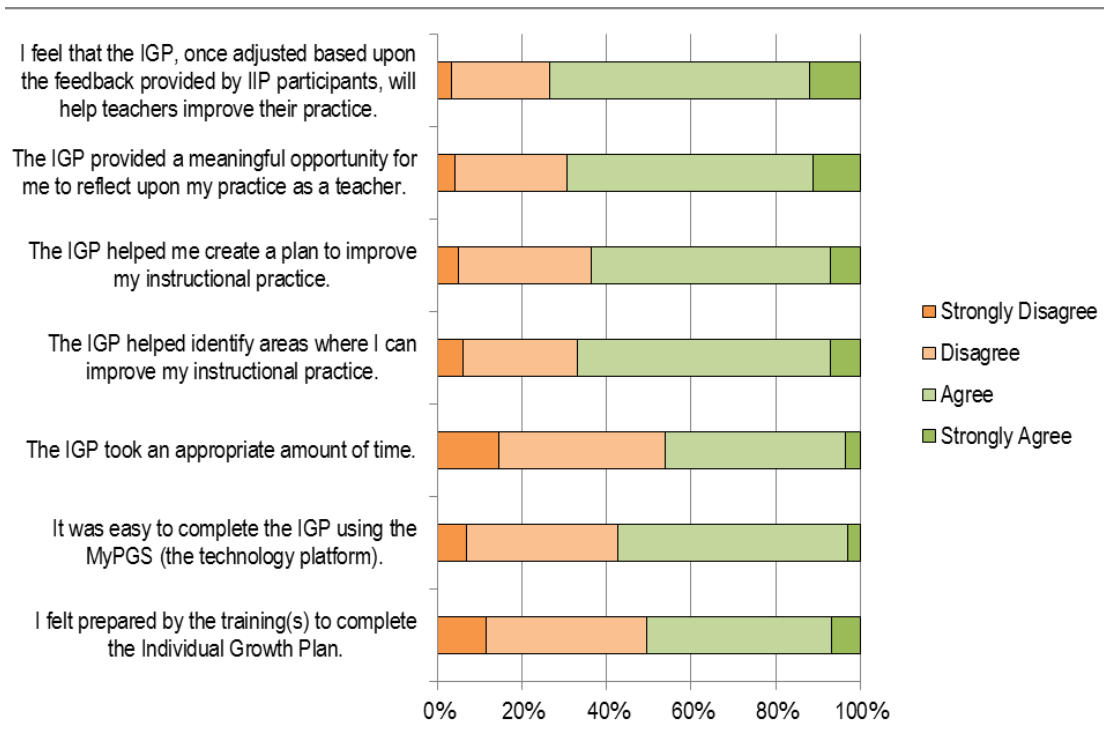


INDIVIDUAL GROWTH PLAN

The Individual Growth Plan is developed as a means to focus on particular areas of practice. To determine areas of focus, educators will examine the evidence that has been gathered around their practice and available data related to student learning. In consultation with their supervising administrator, educators develop SMART goals (Specific, Measurable, Attainable, Relevant, and Time-based) and develop action plans to improve in their growth areas.

87% teachers reported completion of their Individual Growth Plan (IGP) at the time of the survey, most taking between 1-3 hours to complete their IGPs. Generally, the majority of teacher and observer respondents had positive experiences with the IGP and felt that it can be a useful tool to improve teacher practice. IIP participants may have encountered greater difficulty with this step of the EGDC process because significant time had passed since summer IIP training, and because the district’s professional development system had not yet been developed to link to the Teaching & Learning Framework during this phase of the work.

EXHIBIT 10: Teacher Opinions on the Individual Growth Plan



Survey respondents expressed the need for more specific training and sample IGP plans, as well as a more developed menu of professional development options to use as IGP activities. Teachers commented, “It is too theoretical, too abstract. A list of PD opportunities needs to accompany the formation of the plan,” and, “I appreciate the list of suggested activities for the IGP, but it was really hard to decide on activities, I did not feel prepared...I would rather see more teacher made samples. Also, I was not sure where I really needed help because I did not receive too many concrete suggestions from my observers.”

“We need a ‘bank’ of highly effective LAUSD teachers (either by AGT or an observation data pull) to showcase for teachers to see effective instruction in practice. The biggest challenge is that when I said to my observer, ‘I need to see X,’ she didn’t necessarily have the vast knowledge of who in this district is actually good at X.”

–Teacher

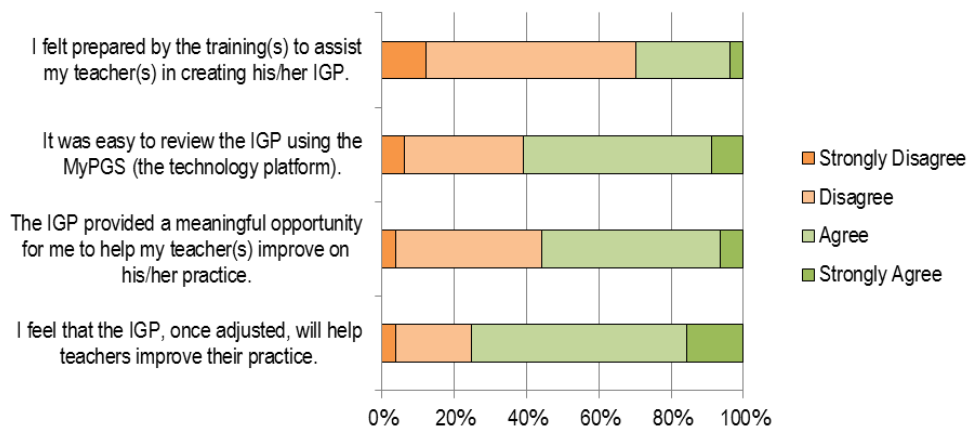
Survey respondents expressed the need for more specific training and sample IGP plans, as well as a more developed menu of professional development options to use as IGP activities. Teachers commented, "It is too theoretical, too abstract. A list of PD opportunities needs to accompany the formation of the plan," and, "I appreciate the list of suggested activities for the IGP, but it was really hard to decide on activities, I did not feel prepared...I would rather see more teacher made samples. Also, I was not sure where I really needed help because I did not receive too many concrete suggestions from my observers." Another teacher added, "I only wish to have the opportunity in the future to meet with some special education teachers who have the same challenges that I am facing so I could get some advice on how to address my *very* specific challenges. Also I am hoping to have the chance to observe some great teacher in action!" In SY2012-13, we will be developing a Learning Management System that will support educators in ongoing, self-directed professional learning by providing them with access to a diverse catalog of Framework-aligned learning content that supports their unique learning needs.

In the SY 2011-12 Initial Implementation Phase, volunteer teachers received participation stipends as well as \$500 in professional development funds each to complete activities in their Individual Growth Plans. Teacher respondents reported using these professional development funds to attend workshops and conferences, purchase instructional resources, and to spend time towards individual or collaborative growth opportunities. Examples of the activities cited included more thoughtful lesson planning, observing peer teachers effective in their growth areas, and collaborating with colleagues around common strength and growth areas.

"I used the allowance to...work collaboratively with the other teachers at my school site who are participating in the Growth and Development Cycle. We decided to center our new learning and improving our teaching craft reading 'Strategies that Work.'"

–Teacher

EXHIBIT 11: Observer Opinions on the Individual Growth Plan



RECOMMENDATIONS

- Provide sample Individual Growth Plans.
- Encourage observers to recommend activities that will help teachers meet their growth goals.
- Provide teacher training on completing the Individual Growth Plan.
- Build out a more robust menu of professional development options, including opportunities to observe peer teachers that demonstrate effectiveness in the participating teacher's growth element.



OVERALL COMMENTS

The challenges most frequently shared by survey respondents included the amount of time required of participants in the Initial Implementation Phase, difficulty using the MyPGS technology platform, scheduling observations and conferences with multiple observers, and confusion about roles and activities associated with the observation cycle. Although some respondents felt that the activities associated with the observation cycle seemed time consuming, they also acknowledged that these steps are necessary to implement a quality observation system. One teacher shared, "The process has been time consuming with the paperwork, but the benefits of having two sets of eyes watching and giving feedback has been positive." An observer added, "[The] challenges include the time it takes to complete the Cycle. Each part of the cycle is crucial. Adequate time should be given to each participant so [as] to maximize the benefits of this process." Survey respondents also suggested that the EGDC process can be better clarified to participants. "I've had difficulty trying to figure out what is expected of me. I would have liked more examples for completing the different assignments. I'm very visual and it's been quite difficult to listen to and remember the process," said a teacher.

Teachers most frequently mentioned reflection and opportunities for meaningful feedback as benefits they have experienced participating in the IIP so far. A teacher respondent revealed, "The self-evaluation, as well as the reflection during my post-observation conference, had the greatest benefit for me personally, because it was an honest indicator of my professional performance. It showed me the areas where I needed to improve." Another added, "It is definitely beneficial to spend time with colleagues discussing teaching strategies, sharing knowledge and ideas, etc. I also loved having an observer visit and getting a feel for what goes on in my classroom." A handful of teacher respondents also reported changing their classroom practices as a result of participating in the IIP. For example, teachers wrote, "I began spending more time thinking about techniques I have been taught that enabled low-performing students to access the curriculum," and, "I have implemented a plan to help students learn to write and examine the process used to write their own multiple choice question tests."

"The main challenge has been the overwhelming amount of time required to 'do this right,' especially while facing budget and staff cuts along with more mandated tasks and paperwork associated with these tasks."

–Observer

"The self-reflection part of the program helped me to re-assess how effective I am as a teacher in my classroom. Am I utilizing all effective strategies available to meet all the specific/individual needs of my students? Am I using assessment and data available to me to adjust teaching strategies to meet the needs of my students? This is a powerful tool that all teachers should go through to evaluate their effectiveness in the classroom."

–Teacher

"I feel that my practice as a teacher is being positively acknowledged."

–Teacher

A number of observer respondents felt like their observation skills improved through the EGDC IIP experience. Observers shared, “My skills as an observer have improved greatly. I use these skills with my ‘Stull’ group of teachers—minus the computer!” and, “This process was very beneficial to my overall growth as an administrator. I feel better prepared to observe classroom instruction due to the ongoing practice sessions and opportunities to tag evidence.” Some observers

“My relationship with my teachers has become stronger. They are more open to my feedback and see me as a resource to help them with their practice.”

–Observer

appreciated the opportunity to engage with teachers around instructional practice, using the Teaching and Learning Framework as the foundation for these professional conversations. Observers commented, “The Teaching & Learning Framework has given me objective tool for having conversations with teachers about effective teaching practices,” and, “I have really enjoyed working with my teachers. It has been great to collaborate with them and get to know each other a little better on a professional level.”

RECOMMENDATIONS

- *Streamline the process:* “It really needs to be simplified - both the platform and the process. I strongly fear that the time required to effectively utilize this tool will result in individuals not taking it seriously. It needs to be taken seriously. It is too valuable not to!” –Observer
- *Clarify the process:* “Clearer understanding of expectations and the time commitment that will be required to keep you and the observers on track.” –Teacher.
- *Make the technology platform more user-friendly:* “Make the website easier to navigate. There are too many different [categories] that make it difficult to know where to find a specific template.” -Teacher
- *Time to complete EGDC activities and collaborate with colleagues:* “Holding group sessions for teachers to visit the web page and review post observation notes and prepare individual growth plan could help teachers complete the design template and could also serve to notify program managers when observers need more time to complete their section of the design template.” –Teacher
- *Examples of developing lesson plans aligned to the T&L Framework:* “I think the hardest part is thinking about the lesson you want to be observed with. Choosing the right lesson that will help the observer see that you have met as many standards as possible. I think it would be great to have samples of lessons that address standards on the rubric and reason as to why they do.” -Teacher
- *Additional training and practice to improve observer calibration:* “I believe we need training specifically designed to help observers calibrate our ratings.” -Observer
- *Solutions to support evidence capture:* “Each observer should have a recording device so that the questions and maybe drawings or pictures can be picked up so that when the observers score they can remember what was covered and the interaction between student and teacher.” -Teacher
- *Train and practice before actual implementation:* “We need to educate all teachers and administrators on the Teaching and Learning Framework and spend time understanding the practices reflecting these standards before starting the evaluation of teachers.” -Observer



CONCLUSION

This third feedback survey aligns with the District's continued commitment to gather regular input from volunteer participants related to the tools and the process of the Educator Growth and Development Cycle. The feedback report released just prior to this one (February 2012) focused on the self-assessment, lesson design, and use of data gathered through the Academic Growth over Time reports. This report complements the February 2012 release, focusing on the elements of the Formal Observation Cycle that were not included in the previous narrative (pre-observation conference, formal classroom observation, post-observation conference, and Individual Growth Planning).

"With strong teachers, dedicated professionals, the tool has phenomenal potential to boost professional growth and pride in our profession."

–Observer

Since receiving feedback from participants, LAUSD has worked with teachers and central and local office staff to make adjustments to the tools using input from IIP participants to inform changes. As a result, the Teaching & Learning Framework language has been revised to increase clarity, the self-assessment and lesson design templates have been enhanced and streamlined, major revisions have improved the layout and interface of the technology platform, communication to participants has increased, and the scheduling of future trainings and professional development sessions have been adjusted to better align with the timing of the events.

It has always been our intent to use this Initial Implementation Phase year to deeply engage educators across the District in the development of the Educator Growth and Development Cycle. We have received positive responses from teachers and school leaders about the level of engagement and the rapid response to suggested changes in the tools and the process. Our effort to incorporate feedback will continue to be at the heart of how we develop this system.