

Evaluation

SCORING

0= Not Observed.

1=Emerging. Teacher demonstrates through their knowledge or skills that they require significant remediation to improve teaching practice. Sustained, intensive support would be in order to achieve success.

2=Learning. Teacher demonstrates that he/she is learning and require some additional practice to fully demonstrate competency for teaching practice. Teacher lacks professional confidence and will require additional support to achieve success.

3= Competent. Teacher demonstrates through his/her knowledge or skills that he/she is competent. The teacher is generally confident, competent and demonstrates potential for success.

4= Exemplary. Teacher demonstrates through his/her knowledge and skills above what is expected related to teaching practices. The teacher exudes confidence, composure and competence, is able to work with increasing independence and demonstrates a strong potential for success.

* Required

1. Teacher's Name:

2. Observation Date:

Example: January 7, 2019

3. Start Time:

Example: 8:30 AM

4. End Time:

Example: 8:30 AM

5. Observation Number

Mark only one oval.

- Observation 1
- Observation 2
- Observation 3
- Announced
- Unannounced
- Other:

PRE OBSERVATION / LESSON PLANS

6. Did Teacher provide lesson plans at least three days prior to scheduled observation?

Mark only one oval.

- Yes
- No

7. Any comments related to Pre Observation/Lesson Plans?

Planning for Instruction

SCORING
0= Not Observed 1=Emerging 2=Learning 3=Competent 4= Exemplary.

8. Prepares lesson that includes measurable learning objectives that are aligned with state or national standards. *

Mark only one oval.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Plans multiple ways for students to demonstrate knowledge and skills. *

Mark only one oval.

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10. Plans interdisciplinary strategies for multiple content areas, as appropriate. *

Mark only one oval.

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11. Plans for needs of individual students using appropriate strategies, accommodations, and resources to differentiate instruction for individuals or groups of learners (behavior challenges, gifted or students with exceptional learning needs) *

Mark only one oval.

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12. Provides sufficient detail to deliver the lesson. *

Mark only one oval.

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13. Plans multiple ways to check for understanding. *

Mark only one oval.

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14. Comments:

Learning Environment

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15. Engages with students to create a positive learning environment that promotes respect, understanding, and responsiveness to differing perspectives and cultures.

Mark only one oval.

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16. Provides a range of opportunities for students during instruction including small group engagement, collaboration and self-directed learning.

Mark only one oval.

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17. Maintains a safe learning environment that addresses students' academic, social and physical needs.

Mark only one oval.

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18. Demonstrates positive, supportive and respectful interactions with students.

Mark only one oval.

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Classroom Management

SCORING

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19. Establishes expectations for appropriate classroom behavior by clearly communicating and enforcing rules.

Mark only one oval.

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20. Demonstrates consistency and fairness, in a timely manner, when implementing appropriate consequences or disciplinary action to reinforce rules and expectations of appropriate classroom behavior.

Mark only one oval.

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21. Manages minimally disruptive behavior with low profile corrections.

Mark only one oval.

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22. Utilizes classroom procedures, routines and resources to effectively manage the classroom.

Mark only one oval.

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23. Uses praise to reinforce positive behaviors.

Mark only one oval.

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24. Uses effective transitions between activities and lessons.

Mark only one oval.

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25. Demonstrates and awareness of ongoing activities, student behavior, and student participation throughout the lesson.

Mark only one oval.

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26. Uses a variety of formative assessments to evaluate learning throughout the lesson.

Mark only one oval.

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27. Engages students in assessment procedures by having students review their own progress and learning.

Mark only one oval.

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28. Provides timely, meaningful and specific feedback to students on their progress,

Mark only one oval.

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29. Uses formative assessment results to identify student learning needs and modifies instruction throughout the lesson, as needed.

Mark only one oval.

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Instructing and Lesson Presentation

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30. Has a clear start to the lesson by making connections to previous learning.

Mark only one oval.

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31. Ensures all instructional materials and equipment are available and operational at the start of the lesson.

Mark only one oval.

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32. Reviews objectives for the lesson and provides an overall explanation for the upcoming lesson.

Mark only one oval.

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33. Communicates high expectations for all students.

Mark only one oval.

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34. Checks for mastery of each step of the lesson prior to moving to the next step.

Mark only one oval.

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35. Organizes, allocates and manages time and physical space to maximize instructional time.

Mark only one oval.

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36. Moves about the classroom during seat work to check work and provide assistance to students.

Mark only one oval.

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37. Allows wait time when introducing new or abstract material or when posing more complex questions.

Mark only one oval.

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38. Has a clear end to the lesson by reviewing objectives to see if they were met.

Mark only one oval.

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39. Provides a transition and explanation of homework, as appropriate, and a preview of the next lesson.

Mark only one oval.

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40. Fosters and maintains student engagement by teaching interesting lessons that include opportunities for active student participation.

Mark only one oval.

0 1 2 3 4

41. Uses technology, as appropriate, to engage students in the learning process.

Mark only one oval.

0 1 2 3 4

42. Uses questioning strategies to stimulate discussion.

Mark only one oval.

0 1 2 3 4

43. Creates collaborative learning opportunities by utilizing grouping arrangements.

Mark only one oval.

0 1 2 3 4

44. Provides opportunities for students to develop their critical thinking, creative skills, and problem solving skills.

Mark only one oval.

0 1 2 3 4

45. Any Summary Comments:

46. Post conference Date/Time

Example: January 7, 2019

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