

Standards for Quality Teaching and Learning - Formal Observation Form B

Name:

Position:

Building:

Observation Date/Time:

Subject/Lesson:

	Problem Area	Approaches Standard	Meets/ Exceeds Standard	Not Observed at this time
◆ CLASSROOM ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ CLASSROOM MANAGEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ INSTRUCTIONAL & CLASSROOM TEACHING PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ LESSON PLANNING & DESIGN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ ASSESSMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ PROFESSIONAL DEVELOPMENT & RESPONSIBILITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➤ "Not observed at this time" means that the evaluator did not measure or did not observe this standard during this specific observation.

NOTES:

The signature below does not necessarily imply that the employee agrees with the preceding report, only that he/she has seen and discussed it with the evaluator and has been provided a copy. Employee may attach a statement.

Employee Signature _____ Date _____
 Evaluator Signature _____ Date _____ Employee statement attached: Yes No

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MEETS STANDARDS:

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CLASSROOM ENVIRONMENT	LESSON PLANNING & DESIGN
<p>Creates a classroom environment that is safe, inviting, respectful, and developmentally appropriate.</p> <ul style="list-style-type: none"> • Provides for interactions that are consistently appropriate to student’s culture, gender, and individual differences • Reflects commitment to TSD Outcomes and Indicators • Conveys enthusiasm for learning • Uses technology to motivate and engage students in the learning 	<p>Consistently implements state and strict adopted curriculums:</p> <ul style="list-style-type: none"> • Uses curriculum documents (i.e. continuums, implementation guidelines, preferred visions, unit notebooks, etc.) • Designs lessons with clear objectives focusing on concepts, skills, and strategies (i.e. nested objectives and classroom 10) • Integrates curriculum through essential questions, key concepts/themes, thinking skills, Habits of Mind and district outcomes • Applies current research and best practices in delivery of instruction • Incorporates reflection and assessment results in order to improve future lessons • Intentionally plans for the appropriate use of technology to enhance learning
CLASSROOM MANAGEMENT	ASSESSMENT
<p>Creates classroom structures and communicates clear expectations in a manner that encourages appropriate behavior and promotes student learning:</p> <ul style="list-style-type: none"> • Responds to behavior in a manner that is appropriate, successful, and demonstrates respect for student • Establishes management practices that result in minimal loss of instructional time, such as: <ul style="list-style-type: none"> - Routines for handling materials and supplies - Smooth transitions with clear directions 	<p>Creates and utilizes multiple and appropriate assessment tools:</p> <ul style="list-style-type: none"> • Aligns tools with lesson objectives to frequently monitor student learning and set future goals, including: <ul style="list-style-type: none"> - Rubrics, scales, checklists - Performance assessments - Objective tests - Portfolios - Student self-reflections and critiques • Communicates clear assessment criteria and standards to students and families • Uses data management systems to access and interpret data to make instructional decisions
INSTRUCTIONAL AND CLASSROOM TEACHING PRACTICE	PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES
<p>Develops a repertoire of instructional and classroom teaching practices including:</p> <ul style="list-style-type: none"> • Using a wide variety of active processing strategies to engage students in learning • Stating learning objectives, giving clear directions, and consistently checking for understanding • Mediating student thinking through questioning strategies, thinking skills, and Habits of Mind applications • Differentiating Instruction through: <ul style="list-style-type: none"> - Use of technology - Flexible grouping (e.g. cooperative learning, small groups, peer partners) - Multiple intelligences - Monitoring and modifying instruction: content, skills, time • Incorporates appropriate technology to improve learning 	<p>Demonstrates continual commitment to professional growth and improved student learning:</p> <ul style="list-style-type: none"> • Seeks out opportunities for staff development to enhance content knowledge and teaching skill • Uses feedback for the purposes of self-reflection and goal setting • Participates in development and support of the building site plan and district initiatives • Accesses available resources and personnel to support students • Assumes responsibility for parent communication in a professional and timely manner <p>Contributes as a member of a professional learning community:</p> <ul style="list-style-type: none"> • Intentionally models TSD Outcomes and Indicators • Practices effective communication skills (SPACE) • Presumes positive intent in working with students, families and colleagues • Employs a fully effective system for managing paperwork and timelines