

Tahoma School District #409  
**Standards for Quality Teaching and Learning -  
 Formal Observation Form A**

Name:

Position:

Building:

Observation Date/Time:

Subject/Lesson:

Standards	Problem Area	Approaches Standard	Meets/Exceeds Standard	Not Observed at this time
<b>CLASSROOM ENVIRONMENT</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a classroom environment that is safe, inviting, respectful, and developmentally appropriate: <ul style="list-style-type: none"> <li>• Provides for interactions that are consistently appropriate to student's culture, gender, and individual differences</li> <li>• Reflects commitment to TSD Outcomes and Indicators</li> <li>• Conveys enthusiasm for learning</li> <li>• Uses technology to motivate and engage students in the learning</li> </ul>				
<b>CLASSROOM MANAGEMENT</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates classroom structures and communicates clear expectations in a manner that encourages appropriate behavior and promotes student learning: <ul style="list-style-type: none"> <li>• Responds to behavior in a manner that is appropriate, successful, and demonstrates respect for student</li> <li>• Establishes management practices that result in minimal loss of instructional time, such as:               <ul style="list-style-type: none"> <li>- Routines for handling materials and supplies</li> <li>- Smooth transitions for clear directions</li> </ul> </li> </ul>				
<b>INSTRUCTIONAL &amp; CLASSROOM TEACHING PRACTICE</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a repertoire of instructional and classroom teaching practices including: <ul style="list-style-type: none"> <li>• Using a wide variety of active processing strategies to engage students in learning</li> <li>• Stating learning objectives, giving clear directions, and consistently checking for understanding</li> <li>• Mediating student thinking through questioning strategies, thinking skills, and Habits of Mind applications</li> <li>• Differentiating Instruction through:               <ul style="list-style-type: none"> <li>- Use of technology</li> <li>- Flexible grouping (e.g. cooperative learning, small groups, peer partners)</li> <li>- Multiple intelligences</li> <li>- Monitoring and modifying instruction: content, skills, time</li> </ul> </li> <li>• Incorporates appropriate technology to improve learning</li> </ul>				

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

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Standards	Problem Area	Approaches Standard	Meets/Exceeds Standard	Not Observed at this time
<b>LESSON PLANNING AND DESIGN</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consistently implements state and district adopted curriculums:</p> <ul style="list-style-type: none"> <li>• Uses curriculum documents (i.e. continuums, implementation guidelines, preferred visions, unit notebooks, etc.)</li> <li>• Designs lessons with clear objectives focusing on concepts, skills, and strategies (i.e. nested objectives and classroom 10)</li> <li>• Integrates curriculum through essential questions, key concepts/themes, thinking skills, Habits of Mind and district outcomes</li> <li>• Applies current research and best practices in delivery of instruction</li> <li>• Incorporates reflection and assessment results in order to improve future lessons</li> <li>• Intentionally plans for the appropriate use of technology to enhance learning</li> </ul>				
<b>ASSESSMENT</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Creates and utilizes multiple and appropriate assessment tools:</li> <li>• Aligns tools with lesson objectives to frequently monitor student learning and set future goals, including:                             <ul style="list-style-type: none"> <li>• Rubrics, scales, checklists</li> <li>• Performance assessments</li> <li>• Objective tests</li> <li>• Portfolios</li> <li>• Student self-reflections and critiques</li> </ul> </li> <li>• Communicates clear assessment criteria and standards to students and families</li> <li>• Uses data management systems to access and interpret data to make instructional decisions</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT &amp; RESPONSIBILITIES</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrates continual commitment to professional growth and improved student learning:</p> <ul style="list-style-type: none"> <li>• Seeks out opportunities for staff development to enhance content knowledge and teaching skill</li> <li>• Uses feedback for the purpose of self-reflection and goal setting</li> <li>• Participates in development and support of the building site plan and district initiatives</li> <li>• Accesses available resources and personnel to support students</li> <li>• Assumes responsibility for parent communication in a professional and timely manner</li> </ul> <p>Contributes as a member of a professional learning community:</p> <ul style="list-style-type: none"> <li>• Intentionally models TSD Outcomes and Indicators</li> <li>• Practices effective communication skills (SPACE)</li> <li>• Presumes positive intent in working with students, families and colleagues</li> <li>• Employs a fully effective system for managing paperwork and timelines</li> </ul>				
<p>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.</p> <p>Employee Signature _____ Date _____</p> <p>Evaluator Signature _____ Date _____ Employee statement attached: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>				