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| Teacher: |       |
| School:  |       |
| Evaluator:  |      Amy Brandriet |
| Date of Formal Observation: |       |
| Date of Post-Observation Conference: |       |

**Purpose**: The formal observation process is structured to engage teachers and evaluators in thoughtful, in-depth dialogue focused on improving instruction and student learning. The Formal Observation Process Guide focuses conversations and encourages objective, evidence-based performance feedback. Portions of this guide may also act as an artifact that teachers may use to demonstrate performance relative to non-observable teaching standards.

**Directions**: Teachers and evaluators collaboratively complete and exchange the Formal Observation Process Guide during the observation process.

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| **FORMAL PRE-OBSERVATION CONFERENCE FORM** |

**Directions**: The teacher completes the pre-observation conference form. The completed form is submitted to the evaluator in advance of the pre-observation conference. In addition, teachers may submit any relevant artifacts (lesson plans, individual professional growth plan, SLO Process Guide, etc.).

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| Date of Form Submission to Evaluator |       |

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| *To which part of your curriculum does this lesson relate? (1e)* |
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| *How does this learning “fit” in the sequence of learning for this class? (1a, 1b, 1e)* |
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| *What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)* |
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| *How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)* |
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| *How and when will you know whether the students have learned what you intend? (1f)* |
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| *Is there anything that you would like me to specifically observe during the lesson? (4a)* |
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| *Does this lesson relate to your established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.*  |
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| *Does this lesson relate to your established professional practice goal(s)? If so, restate the goal and describe the connection.*  |
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| **EVALUATOR OBSERVATION EVIDENCE AND FEEDBACK FORM** |

**Directions**: The evaluator completes this portion of the Observation Process Guide to provide teachers with notes and evidence collected during a classroom observation. This form is completed and returned to the teacher as soon as possible following the formal observation.

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| Date of Form Submission to Teacher |       |

**CLASSROOM OBSERVATION NOTES AND EVIDENCE**

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| TIME | EVIDENCE |
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**EVALUATOR OBSERVATION SUMMARY**

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |
| COMPONENT: 2a. Creating an Environment of Respect and Rapport…………. * Teacher interaction with students
* Student interaction with students
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| EVALUATOR SUMMARY      |
| COMPONENT:  |
| * Importance of content
* Expectations for learning and achievement
* Student pride in work
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| EVALUATOR SUMMARY      |

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| COMPONENT:  |
| * Quality of questions
* Discussion techniques
* Student participation
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| EVALUATOR SUMMARY      |
| COMPONENT:  |
| * Activities and assignments
* Grouping of students
* Instructional materials and resources
* Structure and pacing
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| EVALUATOR SUMMARY      |
| COMPONENT: 3e. Demonstrating Flexibility and Responsiveness…* Lesson adjustment
* Response to students
* Persistence
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| EVALUATOR SUMMARY      |
| **FORMAL POST-OBSERVATION CONFERENCE FORM** |

**Directions**: The teacher completes this post-observation conference form after the evaluator has provided observation feedback to the teacher. The completed form is submitted to the evaluator in advance of the post-observation conference. In addition, teachers may submit any relevant post-observation artifacts.

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| Date of Form Submission to Evaluator |       |

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| *In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)* |
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| *If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding? (3c, 3d, 4a)* |
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| *Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e, 4a)* |
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| *Did you depart from your plan? If so, how, and why? (3e, 4a)* |
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| *Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (1c, 1d, 2a, 2b, 3c, 3e, 4a)* |
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| *If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)* |
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| *After considering the feedback from your evaluator, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.*  |
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| *If appropriate, provide and update on your students’ progress toward the student growth goal documented in your Student Learning Objective.*  |
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| *If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.*  |
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| FORMAL POST-OBSERVATION EVALUATOR FEEDBACK AND NARRATIVE |

**Directions**: The evaluator completes this form following the post-observation conference. This form serves as the official documentation of the observation and provides clear performance feedback related to the observable components of the Framework for Teaching. In addition, this document may also summarize progress on the teacher’s Student Learning Objective and Individual Professional Growth Plan.

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| Date of Form Submission to Teacher |       |

**FORMAL OBSERVATION SUMMARY**

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |
| 2a. Creating an Environment of Respect & Rapport |   |
| **Unsatisfactory**Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.**Basic**Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.**Proficient**Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.**Distinguished**Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| 2b. Establishing a Culture for Learning |   |
| **Unsatisfactory**The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.**Basic**The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the prcise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.**Proficient**The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.**Distinguished**High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance, for example, by initiating improvements to their work.  |
| EVALUATOR SUMMARY:       |

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| **DOMAIN 3: INSTRUCTION** |
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| **Unsatisfactory**The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.**Basic**The teacher’s questions lead students through a single path of inquiry, with answers seeminly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.**Proficient**Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.**Distinguished**The teacher uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
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| **Unsatisfactory**The learning tasks/activities, materials, and resources require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.**Basic**The learning tasks and activities require only minimal thinking by sutdents and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime”. **Proficient**Activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.**Distinguished**Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflections and closure. |
| EVALUATOR SUMMARY:       |
| 3e: Demonstrating Flexibility & Responsiveness |  |
| Indicators include: • Incorporation of students’ interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment**Unsatisfactory**Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students’ questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment.**Basic**Teacher attempts to adjust a lesson when needed, with only partial successful results. Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.**Proficient**Teacher makes minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students’ questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.**Distinguished**Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |
| Evaluator Summary: |

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| OBSERVATION SUMMARY COMMENTS |
| EVALUATOR NARRATIVE       |

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| STUDENT LEARNING OBJECTIVE GOAL ATTAINMENT PROGRESS (OPTIONAL) |
| EVALUATOR NARRATIVE       |

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| INDIVIDUAL PROFESSIONAL GROWTH PLAN PROGRESS (OPTIONAL) |
| EVALUATOR NARRATIVE       |

**SIGNATURES**

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the observation as been discussed.

We have discussed the evaluation.

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_