



TEACHER FORMAL CLASSROOM OBSERVATION FORM

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Teacher's Name: _____ **Date:** _____

Grade/Subject: _____ **Time:** _____

*Directions: This form can be used by the evaluator to document during formal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth. **It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.***

<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject matter checking for understanding • Demonstrates skills relevant to subject area(s) utilizing best practices based on current research • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development 	<p>Specific Examples:</p> <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> • Analyzes and uses student learning data to inform planning. • Plans instruction and time for realistic pacing • Plans for differentiated instruction • Develops appropriate long- and short-range plans and adapts plans • Coordinates plans with appropriate colleagues 	<p>Specific Examples:</p> <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Addresses individual learning differences • Uses rigorous instructional strategies • Use instructional technology • Engages students • Builds on prior knowledge • Communicates clearly • Maximizes instructional learning time • Implements the Gradual Release Model 	<p>Specific Examples:</p> <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>
<p>4. Assessment of and for Student Learning</p> <ul style="list-style-type: none"> • Analyzes data from district benchmarks • Uses assessment tools based on division curriculum and pacing guides • Uses a variety of valid, appropriate assessments • Maintains assessment information • Uses pre-/post-assessment data on each student • Maintains appropriate records • Gives constructive feedback 	<p>Specific Examples:</p> <p style="text-align: right;"> <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident </p>



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<p>5. Learning Environment</p> <ul style="list-style-type: none"> • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption • Establishes a climate of trust/teamwork • Promotes and respects students' diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>6. Professionalism</p> <ul style="list-style-type: none"> • Adheres to laws/policies/regulations/practices • Maintains professional demeanor/behavior • Identifies personal strengths/weaknesses and their impact on student learning • Incorporates learning from professional growth activities • Communicates goals/expectations/student progress • Builds positive relationship with parents • Sets goals for improvement • Works collegially/collaboratively with school personnel and community 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>7. Student Academic Progress</p> <ul style="list-style-type: none"> • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Provides support to increase student achievement • Develop interim learning targets 	<p>Specific Examples:</p> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

Teacher's Signature

Date

Observer's Signature

Date

NOTE: Teacher's signature acknowledges that the teacher has read and received a copy of this classroom observation. The teacher may attach additional professional comments.

Comments attached