

# **Completed Formal Classroom Observation Form**

*(Once participants have filled in and discussed the blank Formal Classroom Observation Form, facilitators should hand out copies of this completed form)*

August 2012

## Formal Classroom Observation Form

*Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.*

Teacher A

Teacher's Name

October 11, 2012

Date Observed

10:45-11:30

Time

Principal A

Observer's Name

The teacher is:

Probationary

Continuing Contract

### 1. Professional Knowledge

*The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

#### *Comments:*

- Addresses appropriate curriculum standards and integrates key content elements - lesson objectives aligned to third grade mathematics standards - (Observation and Documentation)
- Facilitates students' use of higher-level thinking skills in instruction - mathematics task using manipulatives to analyze arrays necessitates use of creative and higher-level thinking skills; asked both lower level and higher level questions during discussion - (Observation)
- Links present content with past and future learning experiences, other subject areas, and real-world experiences and applications - connected to prior lessons on arrays and art class work on columns - (Observation)
- Content knowledge is appropriate for the lesson (Observations and Documentation)
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research - abstract to concrete with manipulative use; graphic organizers; working in pairs to support learning and academic conversations - some students needed more assistance during guided practice - more scaffolding needed - (Observation)
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum - guided practice was challenging to all students [too challenging for some]; higher level students given additional numbers to consider - (Observation)

## 2. Instructional Planning

*The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

*Comments:*

- Arrays lesson is aligned to lesson objectives and curriculum (Documentation)
- A variety of resources are used for the mathematics lesson to include a storybook and SMARTBoard (Documentation)
- Important components of lesson built in - direct instruction, modeling, student practice, student sharing, metacognition - (Documentation)
- Integrates literacy into math instruction - (Documentation)
- Lesson is coherent, sequenced, and aligned to curriculum standards (Documentation)
- Lesson requires deep, critical, and creative thinking and understanding of concepts (Documentation)
- Instructional strategies and practices are relevant to content area (Documentation)

## 3. Instructional Delivery

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

*Comments:*

- Engages and interests students during the whole group portion of the lesson. When students work in pairs, engagement is inconsistent. Higher level students are engaged, lower level students having difficulties are distracted by the tasking - (Observation)
- Builds on prior knowledge about columns and rows, but many children are confused - a graphic depicting this would have been helpful. Perhaps more practice differentiating columns and rows would have benefitted students prior to the lesson. More time practicing together with some students was needed - (Observation)
- Uses a variety of instructional strategies to promote learning - manipulatives, direct instruction, guided practice, discussion, graphic organizers, student pairs. However, many of the confused students were paired together. Perhaps a multi-ability level pairing would have been better - (Observation)
- Reinforces learning goals consistently throughout the lesson - introduces lesson objective and continues to remind, restate, and reinforce what they are doing. However, it took a long time for students to understand. Even at the conclusion of the lesson there were still students who did not have a clear understanding - (Observation)
- Communicates and presents material clearly, and checks for understanding - clear communication and regular checks for understanding. However, when so many students are having difficulties, it would make sense to regroup and work with those students together as it was clear that many were having difficulties - (Observation)

#### **4. Assessment of and for Student Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

##### *Comments:*

- Uses mathematics arrays Quick Check to assess student learning - (Observation and Documentation)
- Asks questions of students throughout lesson to ascertain understanding – formative assessment - (Observation)
- Periodically has students complete student reflection for her knowledge and students' knowledge - (Documentation)

#### **5. Learning Environment**

*The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

##### *Comments:*

- Observed little inappropriate behavior - off task behavior is dealt with by either a look or a redirection which resulted in students getting back on task - (Observation)
- Expectations for classroom rules, routines, and procedures are posted and clearly followed - students followed directions and understood behavioral expectations; teacher seldom had to remind anyone of expectations - (Observation and Documentation)
- Models caring, fairness, respect, and enthusiasm for learning - contagious enthusiasm; caring and respectful to all - (Observation)
- Promotes a climate of trust and teamwork within the classroom - encourages students to help one another and to work nicely together - (Observation)
- Actively listens and pays attention to students' needs and responses - takes time to listen carefully to all students and to acknowledge their contributions - (Observation)
- Creates a warm, attractive, inviting, and supportive classroom environment - Teacher A is supportive and nurturing while still expecting much from all students - (Observation)
- Arranges the classroom materials and resources to facilitate group and individual activities - has stations for different content areas to facilitate instruction - (Observation)

## 6. Professionalism

*The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

*Comments:*

- Demonstrates professionalism in dress, speech, and manner with students and adult in classroom - (Observation)
- Participates in professional development - "Inquiry-Based Learning" PD - (Documentation)
- Communicates with parents on a regular basis - (Documentation)

## 7. Student Academic Progress

*The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

*Comments:*

### Additional Comments:

Teacher's Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Observer's Name \_\_\_\_\_

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_