|  |  |
| --- | --- |
| Teacher: |  |
| School: |  |
| Evaluator: |  |
| Date of Formal Observation: |  |
| Date of Pre-Observation Conference: |  |
| 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.

|  |
| --- |
| **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.).

|  |  |
| --- | --- |
| Date of Form Submission to Evaluator |  |

|  |
| --- |
| *To which part of your curriculum does this lesson relate? (1e)* |
|  |

|  |
| --- |
| *How does this learning “fit” in the sequence of learning for this class? (1a, 1b, 1e)* |
|  |

|  |
| --- |
| *What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)* |
|  |

|  |
| --- |
| *How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)* |
|  |

|  |
| --- |
| *How and when will you know whether the students have learned what you intend? (1f)* |
|  |

|  |
| --- |
| *Is there anything that you would like me to specifically observe during the lesson? (4a)* |
|  |

|  |
| --- |
| *Does this lesson relate to your established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.* |
|  |

|  |
| --- |
| *Does this lesson relate to your established professional practice goal(s)? If so, restate the goal and describe the connection.* |
|  |

|  |
| --- |
| **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.

|  |  |
| --- | --- |
| Date of Form Submission to Teacher |  |

**CLASSROOM OBSERVATION NOTES AND EVIDENCE**

|  |  |
| --- | --- |
| TIME | EVIDENCE |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**EVALUATOR OBSERVATION SUMMARY**

|  |
| --- |
| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** |
| COMPONENT: 2a. Creating an Environment of Respect and Rapport………….   * Teacher interaction with students * Student interaction with students |
| EVALUATOR SUMMARY |
| COMPONENT: |
| * Importance of content * Expectations for learning and achievement * Student pride in work |
| EVALUATOR SUMMARY |
| COMPONENT: |
| * Importance of content * Expectations for learning and achievement * Student pride in work |
| EVALUATOR SUMMARY |
| COMPONENT: |
| * Expectations * Monitoring of student behavior * Response to student misbehavior |
| EVALUATOR SUMMARY |
| COMPONENT: 2e. Organizing Physical Space………   * Safety and accessibility * Arrangement of furniture and resources |
| EVALUATOR SUMMARY |

|  |  |
| --- | --- |
| **DOMAIN 3: INSTRUCTION** | |
| COMPONENT: | |
| * Expectations for learning * Directions and procedures * Explanations of content * Use of oral and written language | |
| EVALUATOR SUMMARY | |
| COMPONENT: | |
| * Quality of questions * Discussion techniques * Student participation | |
| EVALUATOR SUMMARY | |
| COMPONENT: | |
| * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing | |
| EVALUATOR SUMMARY | |
| COMPONENT:   * Assessment criteria * Monitoring of student learning * Feedback to students * Student self-assessment and monitoring | |
| EVALUATOR SUMMARY | |
| COMPONENT: 3e. Demonstrating Flexibility and Responsiveness…   * Lesson adjustment * Response to students * Persistence | |
| 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.

|  |  |
| --- | --- |
| Date of Form Submission to Evaluator |  |

|  |
| --- |
| *In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)* |
|  |

|  |
| --- |
| *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)* |
|  |

|  |
| --- |
| *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)* |
|  |

|  |
| --- |
| *Did you depart from your plan? If so, how, and why? (3e, 4a)* |
|  |

|  |
| --- |
| *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)* |
|  |

|  |
| --- |
| *If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)* |
|  |

|  |
| --- |
| *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.* |
|  |

|  |
| --- |
| *If appropriate, provide and update on your students’ progress toward the student growth goal documented in your Student Learning Objective.* |
|  |

|  |
| --- |
| *If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.* |
|  |

|  |
| --- |
| **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.

|  |  |
| --- | --- |
| Date of Form Submission to Teacher |  |

**FORMAL OBSERVATION SUMMARY**

|  |  |
| --- | --- |
| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** | |
|  |  |
|  |  |
| EVALUATOR SUMMARY: | |

|  |  |
| --- | --- |
| **DOMAIN 3: INSTRUCTION** | |
|  |  |
|  |  |
| EVALUATOR SUMMARY: | |

|  |
| --- |
| OBSERVATION SUMMARY COMMENTS |
| EVALUATOR NARRATIVE |

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

|  |
| --- |
| 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_