

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><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><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><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><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

