

Formal Observation: Guidelines for Evaluators

Evaluators should bring the following to the formal observation:

- The most recent version of the teacher's ***Pre-Observation Planning and Lesson Reflection Form*** (with any revisions from the conference)
- The ***Observation Narrative Form***

The evaluator should use the ***Observation Narrative Form*** to record observable evidence around each element on the form. These notes should document what is observable in the classroom – what is seen, heard, or observed. These notes should not include an evaluation or analysis of what this evidence suggests about the teacher's practice.

Observation Narrative Form

Teacher _____
 School _____
 Subject _____
 Grade _____

Observation: 1 ☐ 2 ☐
 Evaluator: _____
 Date & Time of Pre-Conference _____
 Date & Time of Observation _____
 Date & Time of Post-Conference _____

DIRECTIONS: During the classroom observation, the evaluator records evidence for each of the following.

	Criteria for Observation	Possible Sources of Evidence	Evaluator Observations
TEACH	<u>LESSON DELIVERY</u> (Standard 2: Content / Standard 4: Instruction) <ul style="list-style-type: none"> • Communication of clear learning goals • Use of activities to promote independence and problem-solving • Use of content- specific instructional strategies to teach concepts and skills • Application of knowledge of how students learn to instructional design and delivery 	<ul style="list-style-type: none"> • Lesson objectives communicated or posted • Explicit reference to objectives • Clear procedures • Clarity of objectives • Student understanding of objectives and of how to participate • Meaningful use of examples to support student learning • Student behaviors and products that indicate engagement 	

	Criteria for Observation	Possible Sources of Evidence	Evaluator Observations
	<u>DIFFERENTIATION</u> (Standard 1: Students / Standard 4: Instruction) <ul style="list-style-type: none">• Identification, instruction and intervention for special populations• Differentiation of instruction to support learning needs of all students	<ul style="list-style-type: none">• Evidence of differentiation• Attempt to modify pace, content, products for individuals or groups• All students appear appropriately challenged	
	<u>RESOURCES</u> (Standard 2: Content / Standard 4: Instruction) <ul style="list-style-type: none">• Use of varied resources to support learner needs	<ul style="list-style-type: none">• Resources appropriate to students• Resources aligned with objectives	

TEACH	<p><u>CLASSROOM ENVIRONMENT</u> (Standard 1: Students / Standard 5: Environment)</p> <ul style="list-style-type: none"> • Use of strategies to motivate students to work productively and assume responsibility • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students 	<ul style="list-style-type: none"> • Students are engaged • Students are working independently • Students are working in different groups, independently, as a whole class • Involvement of students 	
ASSESS	<p><u>ASSESSMENT OF STUDENT LEARNING</u> (Standard 3: Assessment)</p> <ul style="list-style-type: none"> • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction 	<ul style="list-style-type: none"> • Assessment strategies align to objectives • Assessments allow for demonstration of learning • Assessments are varied • Assessments are systematic • Assessments are appropriate to lesson/students • Understanding is monitored through: <ul style="list-style-type: none"> ○ Checking work ○ Asking questions ○ Verbal/nonverbal cues ○ Feedback 	

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Note: The teacher and evaluator will sign the **Observation Narrative Form** to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation comments on this form.