

# Clay County Public Schools

## Teacher Observation Form

<b>TEACHER:</b> Click here to enter text.	<b>OBSERVATION DATE:</b> Click here to enter a date.	<b>TIME IN:</b> Click here to enter text.
<b>OBSERVATION TYPE: FULL</b>	<b>OBSERVER:</b> Click here to enter text.	<b>TIME OUT:</b> Click here to enter text.

### DOMAIN 1 – PLANNING AND PREPARATION

#### 1a-DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

- 1a Knowledge of the Content and the Structure of the Discipline  
Comment
- 1a Knowledge of Prerequisite Relationships  
Comment
- 1a Knowledge of Content-Related Pedagogy  
Comment

Choose an item.

#### 1b-DEMONSTRATING KNOWLEDGE OF STUDENTS

- 1b Knowledge of Child & Adolescent Development  
Comment
- 1b Knowledge of the Learning Process  
Comment
- 1b Knowledge of Students' Skills, Knowledge, and Language Proficiency  
Comment
- 1b Knowledge of Students' Interests and Cultural Heritage  
Comment
- 1b Knowledge of Students' Special Needs  
Comment

Choose an item.

#### 1c-SELECTING INSTRUCTIONAL OUTCOMES

- 1c Value, Sequence and Alignment  
Comment
- 1c Clarity  
Comment
- 1c Balance  
Comment
- 1c Suitability for Diverse Learners  
Comment

Choose an item.

#### 1d-DEMONSTRATING KNOWLEDGE OF RESOURCES

- 1d Resources for Classroom Use  
Comment
- 1d Resources to Extend Content Knowledge and Pedagogy  
Comment
- 1d Resources for Students  
Comment

Choose an item.

### 1e-DESIGNING COHERENT INSTRUCTION

- 1e Learning Activities  
Comment
- 1e Instructional Materials and Resources  
Comment
- 1e Instructional Groups  
Comment
- 1e Lesson Unit and Structure  
Comment

Choose an item.

### 1f – DESIGNING STUDENT ASSESSMENT

- 1f Congruence with Instructional Outcomes  
Comment
- 1f Criteria and Standards  
Comment
- 1f Design of Formative Assessments  
Comment
- 1f Use for Planning  
Comment

Choose an item.

<u>Evidence</u>	<u>Action</u>
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☐ Areas of concern in this domain

☐ No areas of concern in this domain

List specific component strengths:

List specific examples of component concerns: Action Comments

Additional comments:

## DOMAIN 2

### 2a-CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

2a Teacher Interaction with Students

Comment

2a Student Interaction with Other Students

Comment

Choose an item.

### 2b-ESTABLISHING A CULTURE OF LEARNING

2b Importance of the Content

Comment

2b Expectations for Learning and Achievement

Comment

2b Student Pride in Work

Comment

Choose an item.

### 2c – MANAGING CLASSROOM PROCEDURES

2c Management of Instructional Groups

Comment

2c Management of Transitions

Comment

2c Management of Materials and Supplies

Comment

2c Performance on Non-Instructional Duties

Comment

2c Supervision of Volunteers and Paraprofessionals

Comment

Choose an item.

### 2d-MANAGING STUDENT BEHAVIOR

2d Expectations

Comment

2d Monitoring of Student Behavior

Comment

2d Response to Student Misbehavior

Comment

Choose an item.

### 2e-ORGANIZING PHYSICAL SPACE

2e Safety and Accessibility

Comment

2e Arrangement of Furniture and Use of Physical Space

Comment

Choose an item.

<u>Evidence</u>	<u>Action</u>
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☐ Areas of concern in this domain
 ☐ No areas of concern in this domain

List specific component strengths:

List specific examples of component concerns: Action Comments

Additional comments:

## DOMAIN 3

### 3a-COMMUNICATION WITH STUDENTS

3a Expectations for Learning

Comment

3a Directions and Procedures

Comment

3a Explanations of Content

Comment

3a Use of Oral and Written Language

Comment

Choose an item.

### 3b-USING QUESTIONING AND DISCUSSION TECHNIQUES

3b Quality of Questions

Comment

3b Discussion Techniques

Comment

3b Student Participation

Comment

Choose an item.

### 3c-ENGAGING STUDENTS IN LEARNING

3c Activities and Assignments

Comment

3c Grouping of Students

Comment

3c Instructional Materials and Resources

Comment

3c Structure and Pacing

Comment

Choose an item.

### 3d-USING ASSESSMENT IN INSTRUCTION

3d Assessment Criteria

Comment

3d Monitoring of Student Learning

Comment

3d Feedback to Students

Comment

3d Student Self-Assessment and Monitoring of Progress

Comment

Choose an item.

### 3e-DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

3e Lesson Adjustment

Comment

3e Response to Students

Comment

3e Persistence

Comment

Choose an item.

<u>Evidence</u>	<u>Action</u>
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☐ Areas of concern in this domain
 ☐ No areas of concern in this domain

List specific component strengths:

List specific examples of component concerns: Action Comments

Additional comments:

## DOMAIN 4

### 4a-REFLECTING ON TEACHING

4a Accuracy  
Comment

4a Use in Future Teaching  
Comment

Choose an item.

### 4b-MAINTAINING ACCURATE RECORDS

4b Student Completion of Assignments  
Comment

4b Student Progress in Learning  
Comment

4b Non Instructional Records  
Comment

Choose an item.

### 4c-COMMUNICATING WITH FAMILIES

4c Information About the Instructional Program  
Comment

4c Information About Individual Students  
Comment

4c Engagement of the Families in the Instructional Program  
Comment

Choose an item.

### 4d-PARTICIPATING IN A PROFESSIONAL COMMUNITY

4d Relationships with Colleagues  
Comment

4d Involvement in a Culture of Professional Inquiry  
Comment

4d Service to the School  
Comment

4d Participation in School and District Projects  
Comment

Choose an item.

### 4e-GROWING AND DEVELOPING PROFESSIONALLY

4e Enhancement of Content Knowledge and Pedagogical Skill  
Comment

4e Receptivity to Feedback from Colleagues  
Comment

4e Service to the Profession  
Comment

Choose an item.

### 4f-SHOWING PROFESSIONALISM

4f Integrity and Ethical Conduct  
Comment

4f Service to Students  
Comment

4f Advocacy  
Comment

4f Decision Making  
Comment

4f Compliance with School and District Regulations

Comment

Choose an item.

<u>Evidence</u>	<u>Action</u>
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☐ Areas of concern in this domain      ☐ No areas of concern in this domain

List specific component strengths:

List specific examples of component concerns: Action Comments

Additional comments:

## SUMMARY NOTES

Conference Notes for Areas of Future Focus:

TEACHER COMMENTS:

Observer Signature: \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Signature does not necessarily indicate agreement with contents, but does acknowledge the teacher has received a copy.



