

5/21/2011

**ANDERSON SCHOOL  
Formal Teacher Observation Form**

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

Position: \_\_\_\_\_

Date Appointed to this Position: \_\_\_\_\_

Date of Last Formal Observation: \_\_\_\_\_

Date of Formal Observation: \_\_\_\_\_

Beginning Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Superintendent's Name: \_\_\_\_\_

Focus of Lesson Observed:

**EVALUATION OF THE DUTIES AND RESPONSIBILITIES**

- Evaluation of the teacher's performance in each of the categories of duties and responsibilities shall be based upon the Superintendent's consideration of the specific *performance standards* set forth under each category of duties and responsibilities in the position description.
- If "performance exceeds job requirements" is assigned no further action is necessary.
- If "performance meets job requirements" is assigned the evaluator must provide the teacher with suggestions for improvement.
- If "performance needs improvement to meet job requirements" is assigned, the evaluator must provide the teacher with specific, reasonable, written recommendations with a time line for improvement.

ANDERSON SCHOOL TEACHER EVALUATION

**I. PROVIDES INSTRUCTION**

**A. INSTRUCTIONAL LEVEL (Are the lessons appropriate in complexity and content?)**

- Performance needs improvement to meet job requirements
  - *Teacher demonstrates minimal short or long-term planning skills, provides vague or no rationale for the lesson, organization and details are minimal, pacing of lessons is inconsistent.*
- Performance meets job requirements
  - *Teacher demonstrates acceptable short and long-term planning skills; demonstrates organization and includes sufficient details when planning, usually meets pacing guidelines when appropriate.*
- Performance exceeds job requirements
  - *Teacher demonstrates well-developed short and long-term planning skills; includes organization, flexibility and individuality when planning; meets pacing guidelines when appropriate.*

Comments:

**B. CONTENT DEVELOPMENT (Does the teacher or do the students develop the content adequately?)**

- Performance needs improvement to meet job requirements
  - *Teacher has minimal or inaccurate knowledge of content, attempts or is unable to use objectives to develop the lesson, demonstrates minimal or ineffective use of resources, demonstrates little effort to prepare for lessons.*
- Performance meets job requirements
  - *Teacher possesses basic content knowledge, effectively uses objectives to develop the lesson, uses appropriate resources with fidelity, and demonstrates acceptable preparation for teaching lessons.*
- Performance exceeds job requirements
  - *Teacher has advanced knowledge of content, uses objectives to make lessons meaningful to students, effectively uses appropriate resources with fidelity, and researches and enriches lesson topics in depth.*

Comments:

**C. BUILDING FOR TRANSFER (Are the lessons connecting with prior knowledge?)**

- Performance needs improvement to meet job requirements
  - *Teacher is unclear in providing a rationale for the lesson and does not present the relevance for the objective. Teacher has minimal ability in determining students' needs and includes little provision for multiple levels of thinking and conceptualization.*
- Performance meets job requirements
  - *Teacher includes a rationale for the lessons and presents the relevance for the objective. Demonstrates basic attention to students' needs and includes a basic provision for multiple levels of thinking and conceptualization.*
- Performance exceeds job requirements
  - *Teacher includes a clear rationale for the lessons and presents the relevance for the objective. Teacher provides frequent attention to students' needs and effectively provides for multiple levels of thinking and conceptualization.*

Comments:

**II. ASSESSMENT OF PROGRESS**

**A. PROMOTING ENGAGEMENT (Are learners engaged in the learning process?)**

- Performance needs improvement to meet job requirements
  - *Students are not aware of the criteria and performance standards by which their work will be evaluated. Students do not engage in self-assessment or monitoring of progress.*
- Performance meets job requirements
  - *Students are fully aware of the criteria and performance standards by which their work will be evaluated. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.*
- Performance exceeds job requirements
  - *Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.*

Comments:

**B. MONITORING PROGRESS (How does the teacher assess understanding and learning?)**

- \_\_\_ Performance needs improvement to meet job requirements
  - *Teacher monitors the progress of the class as a whole but elicits no diagnostic information.*
- \_\_\_ Performance meets job requirements
  - *Teacher monitors the progress of groups of students in the curriculum, making use of diagnostic prompts to elicit information.*
- \_\_\_ Performance exceeds job requirements
  - *Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.*

Comments:

**C. RESPONDING TO STUDENT PERFORMANCE (Does the teacher respond appropriately and in a timely manner to both positive and negative student responses?)**

- \_\_\_ Performance needs improvement to meet job requirements
  - *Teacher's feedback to students is uneven, and its timeliness is inconsistent.*
- \_\_\_ Performance meets job requirements
  - *Teacher's feedback to students is timely and of consistently high quality.*
- \_\_\_ Performance exceeds job requirements
  - *Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.*

Comments:

**III. MANAGING THE LEARNING ENVIRONMENT**

**A. USE OF TIME (Is time utilized efficiently?)**

- \_\_\_ Performance needs improvement to meet job requirement
  - *Students not working with the teacher are not productively engaged in independent learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of*

*instructional time. Considerable instructional time is lost in performing non-instructional duties. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.*

—

Performance meets job requirements

- *Students in most groups are productively engaged in learning while working independently. Most transitions are efficient, resulting in minimal loss of instructional time. Routines for handling materials and supplies function moderately well. Systems for performing non instructional duties are efficient. Volunteers and paraprofessionals are productively engaged during portions of class time but require some supervision.*

—

Performance exceeds job requirements

- *Small-group work is well organized, and students are productively engaged in independent learning. Transitions and routines for handling materials and supplies are efficient, with little loss of instructional time. Systems for performing non instructional duties are in place, maximizing the use of instructional time. Volunteers and paraprofessionals are productively engaged during the entire class.*

Comments:

**B. PHYSICAL SETTING (Is the room orderly and inviting?)**

—

Performance needs improvement to meet job requirements

- *The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.*

—

Performance meets job requirements

- *The classroom is safe, and essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be effectively adjusted for a lesson.*

—

Performance exceeds job requirements

- *The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the arrangement of the furniture is conducive to effective learning.*

Comments:

**C. APPROPRIATE BEHAVIOR (Is student behavior acceptable or if not, is inappropriate behavior addressed in an appropriate manner?)**

- Performance needs improvement to meet job requirements
  - *No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.*
- Performance meets job requirements
  - *Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher responds to student misbehavior but with inconsistent results. A teacher addresses major infractions of the rules appropriately.*
- Performance exceeds job requirements
  - *Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity.*

Comments:

**D. SUPPORTING STUDENTS (Is the class atmosphere emotionally safe, positive and productive?)**

- Performance needs improvement to meet job requirements
  - *The classroom is unsafe for learning. The teacher has difficulty establishing a stimulating environment. Is unimaginative or inappropriate in the use of motivational strategies.*
- Performance meets job requirements
  - *The classroom is safe for learning. Teacher uses appropriate motivational strategies and learning environment is stimulating for all students.*
- Performance exceeds job requirements
  - *The classroom is safe for learning and students are involved in ensuring that all learning is equally accessible to all students.*

Comments:

**IV. COLLABORATION AND COMMUNICATION**

**A. Does the teacher communicate and interact with parents/guardians, families, and the community to support the students' learning and well being?**

- \_\_\_ Performance needs improvement to meet job requirements
  - *Teacher provides little or no communication or interaction with parents/guardians, families, and the community to support the students' learning and well being.*
- \_\_\_ Performance meets job requirements
  - *Teacher adheres to the school's required procedures for communicating or interacting with parents/guardians, families, and the community to support the students' learning and well being on a regular basis. Teacher conducts parent-teacher conferences in the fall and on an as-needed basis throughout the year. Teacher sends out midterm reports (or other reports) and report cards at scheduled times. Teacher participates in additional meetings concerning students' learning such as RTI, TAT, and evaluation meetings as needed.*
- \_\_\_ Performance exceeds job requirements
  - *Teacher adheres to the school's required procedures for communicating or interacting with parents/guardians, families, and the community to support the students' learning and well being on a regular basis. Teacher conducts parent-teacher conferences in the fall and on an as-needed basis throughout the year. Teacher sends out midterm reports (or other reports) and report cards at scheduled times. Teacher participates in additional meetings concerning students' learning such as RTI, TAT, and Evaluation meetings as needed. Teacher provides frequent information to parents/guardians and families through avenues such as a weekly newsletters and access to student performance through Infinite Campus. Teacher is available before and after school for informal discussions with parents/guardians about the students' progress. Teacher communicates with parents through phone calls and e-mails, providing positive feedback about student progress.*

Comments:

**B. Does the teacher communicate and interact with school colleagues to support the students' learning and well being?**

- \_\_\_ Performance needs improvement to meet job requirements
  - *Teacher's relationships with colleagues are negative or self-serving. Teacher resists feedback on students' learning and well*

*being. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher avoids becoming involved in school events and projects.*

—

Performance meets job requirements

*• Teacher’s relationships with colleagues are characterized by mutual support and cooperation. Teacher welcomes feedback from colleagues. Teacher participates actively in assisting other educators. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events.*

—

Performance exceeds job requirements

*• Teacher’s relationships with colleagues are characterized by mutual support and cooperation. Teacher seeks out feedback from colleagues. Teacher takes the initiative in assuming leadership among the faculty. Teacher volunteers to participate in school events, makes a substantial contribution, and assumes the leadership role in at least one aspect of school life.*

Comments:

**V. OVERALL PERFORMANCE**

**A. Based upon a consideration of the performance factors included in the position description, the overall performance of the duties and responsibilities by the teacher during their reporting period may be fairly characterized as:**

—

Performance needs improvement to meet job requirements

*Area in need of Improvement:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

—

Performance meets job requirements

—

Performance exceeds job requirements

Comments

**If an evaluation of “performance needs improvement to meet job standards” is assigned, the specific actions to be taken by the teacher to improve job performance must be included in Section VI.**

**B. TEACHER COMMENTS**

Comments by the teacher are encouraged whether agreeing, disagreeing or acknowledging the Superintendent’s evaluation. Attach additional documentation if needed.

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE: By signing this report, the teacher only acknowledges that this evaluation has been discussed with the superintendent and that the teacher has received a copy of this report and all pertinent additions or attachments. The teacher’s signature does not signify agreement with the evaluation.**

5/21/2011

**Please attach copies of Informal Observation and Formal Observation forms to the back of this evaluation.**

**VI. PROFESSIONAL IMPROVEMENT PLAN**

This Professional Improvement Plan is designed to provide specific criteria and standards that need to be met within the time frame stated below. Successful fulfillment of this contract is essential for achieving a positive teacher evaluation. Failure to successfully meet all the criteria stated below may result in initiation of Non- Renewal or Termination Procedures.

As a Superintendent, I have observed and met with you the following dates:

Areas of strengths include:

Areas that need improvement include:

As part of this improvement plan, the teacher will need to successfully perform the following by (date):

- 1.
- 2.
- 3.

As part of this improvement plan, the School District will assist by:

- 1.
- 2.
- 3.

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*Superintendent's Signature Date*

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*Teacher's Signature Date*