



# Observation Form 3 Observation/Document Review

Teacher Name \_\_\_\_\_ Date/Time \_\_\_\_\_

School \_\_\_\_\_ Evaluation Year \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Documentation Log Review  Yes  No  Formal  Informal  Mini

### Professional Knowledge

- Demonstrates a comprehensive understanding of subject content and curriculum standards.
- Demonstrates knowledge of best practices.
- Knows how to differentiate to make subject content relevant, challenging, and meaningful for all students.
- Establishes instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

### Specific Evidence:



## Observation Form 3 Observation/Document Review (Continued)

### **Instructional Planning**

- Aligns instructional objectives, learning activities, and assessments to the state standards, the division's strategic goals, FCPS Program of Studies, and pacing guides.
- Designs instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families.
- Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.
- Gathers and analyzes student data to develop and continuously adjust long-range learning plans.

### **Specific Evidence:**



## Observation Form 3 Observation/Document Review (Continued)

### **Instructional Delivery**

- Communicates learning goals clearly and checks regularly for student understanding.
- Selects, evaluates, integrates, and refines a variety of teaching strategies, delivery methods, and resources.
- Differentiates instruction to meet the needs of all students.
- Accesses and integrates resources to support student learning.

### **Specific Evidence:**



## Observation Form 3 Observation/Document Review (Continued)

### Assessment of and for Student Learning

- Communicates expectations with clarity.
- Develops in conjunction with students, measurable, and appropriate goals for student progress and provides instruction that will enable students to achieve those goals.
- Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time.
- Works independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, guide planning and instruction, and assess the effectiveness of instruction.
- Engages students in understanding of, and assuming responsibility for, quality work and provides timely, frequent, and effective feedback to guide that work.
- Provides timely and meaningful feedback to students and parents that explains the students' progress towards learning expectations and targets.

### Specific Evidence:



## Observation Form 3 Observation/Document Review (Continued)

### **Learning Environment**

- Establishes clear expectations for classroom rules and procedures.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Creates and maintains a positive and safe environment to maximize learning and promote students' social development.
- Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs.
- Enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

### **Specific Evidence:**



## Observation Form 3 Observation/Document Review (Continued)

### **Professionalism**

- Complies with federal and state laws and school and division policies; models professional and ethical standards.
- Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators.
- Establishes goals for improving one's own/personal knowledge and skills and participates in professional growth opportunities to meet those goals.
- Collaborates with colleagues within and across content areas and grade levels.
- Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.
- Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home.
- Effectively uses standard oral and written English in all communications.

### **Specific Evidence:**



## Observation Form 3 Observation/Document Review (Continued)

### **Student Academic Progress**

- In collaboration with the evaluator, uses multiple measures of student learning to set goals that are strategic and specific, measurable, attainable, results-oriented, time-bound, and have rigor.
- In collaboration with the evaluator, reflects on student progress over time, using documented evidence to demonstrate student growth, adjust practice, and meet goals

### **Specific Evidence:**

**Additional Comments:**

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Observer Name \_\_\_\_\_

Observer Signature \_\_\_\_\_

Date \_\_\_\_\_