

Figure 2

Teacher Observation/Evaluation Form

T-3 Teacher

Teacher's Name: 1T	Name of Evaluator: 1T	School: 1T	Assignment: 1T	Date: 1T
<input type="checkbox"/> Observation Conference	<input type="checkbox"/> Announced Observation	<input type="checkbox"/> Unannounced Observation	<input type="checkbox"/> Evaluation Conference	
1T	1T	1T	1T	
Ratings: Please mark all 7 Standards 1) S - Satisfactory performance; 2) NI - Needs Improvement; 3) U - Unsatisfactory performance				
Please rate indicators as needed: T - Target for Growth				

RATING

- SAMPLE
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- Standard 1: The teacher designs instruction that develops students' abilities to meet Kyrene and Arizona academic standards, including school and district assessment goals.**
- ___ a) Identifies learning objectives for lessons utilizing Arizona Professional Learning Standards and district curriculum.
 - ___ b) Plans for daily and weekly lessons with attention to short term goals and student content standards.
 - ___ c) Uses knowledge of subject matter to promote students' understanding of key concepts, skills and standards taught. Instructional materials chosen enhance student understanding at appropriate instructional and developmental levels.
 - ___ d) Uses information from assessments to plan learning activities correlated to the key concepts, skills, and applications that reflect learning goals.
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- Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Kyrene and Arizona academic standards, including school and district assessment goals.**
- ___ a) Establishes standards of mutual respect, equity, dignity and compassion. Responds equitably to incidents of unfairness and disrespect. Encourages students to respect differences.
 - ___ b) Establishes clear expectations for student behavior. Creates specific routines and procedures. Plans for transitions. Responds appropriately to disruptive behaviors and promotes positive behaviors.
 - ___ c) Uses a variety of effective teaching strategies, including questioning and discussion techniques that promotes engagement of all students.
 - ___ d) Demonstrates a basic understanding of human motivation and creates an environment where students take risks.
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- Standard 3: The teacher implements and manages instruction that develop students' abilities to meet Kyrene and Arizona academic standards, including school and district assessment goals.**
- ___ a) Develops concepts and skills through a series of lessons that are connected. States learning objectives for lessons utilizing specific student academic standards. Provides opportunities for students to monitor their own progress.
 - ___ b) Uses appropriate strategies that are culturally responsive for the diverse needs of learners.
 - ___ c) Matches strategies to specific subject matter to effectively communicate concepts to all students.
 - ___ d) Uses current adopted curriculum, resources, methodology, and technology to support student learning.
 - ___ e) Varies learning experiences to include work in both large and small groups to increase student participation. Pacing provides time for completion of learning activities, transitions, and established routines.
 - ___ f) Ensures all students have opportunities to practice what is learned. Adjusts lessons based on informal assessment of student understanding and performance from previous lessons, having taken note of student misconceptions.
 - ___ g) Uses Effective Elements of Instruction including statement of objective, anticipatory set, modeling (if appropriate), guided practice, independent practice, checking for understanding, and closure. Modifies plans to ensure opportunities for all students to learn.
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- Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Kyrene and Arizona academic standards, including school and district assessment goals.**
- ___ a) Uses multiple assessments, both formal and informal, to assess student learning and monitor student progress.

- b) Provides students with information about their current progress and how to improve their work. Regular communication with family and support personnel is established.
- c) Develops and uses valid grading and recordkeeping procedures. Maintains confidentiality of student performance.

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Kyrene and Arizona academic standards, including district and school assessment goals, and transition from school to work

- a) Communicates student progress in effective ways. Responds professionally to families' concerns. Engages families as educational partners with respect to background, experiences, cultural and community responsiveness.
- b) Establishes positive working relationships with colleagues to plan curriculum, coordinate resources, and solve problems.
- c) Participates in conversations and solves problems within the professional learning community. Contributes to school-wide events and learning activities.

1T Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional growth plan

- a) Collects data in relation to student learning. Identifies teaching practices that have an impact on student learning.
- b) Analyzes and reflects upon personal professional growth needs to formulate a professional development plan based on data collection, post observation conference and feedback, and reflections.
- c) Purposefully targets areas of growth connected to student learning.
- d) Maintains a positive attitude and demonstrates professional integrity and confidentiality.

Standard 7: The teacher has a general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area(s) sufficient to develop student knowledge and performance to meet Arizona's academic standards.

- a) Uses accurate knowledge of subject matter to support student learning and increase student understanding. Identifies key concepts, skills, and themes within subject matter.
- b) Provides opportunities for students to see relationships and connections across curricular areas.
- c) Relates subject matter to previous lessons to elicit students' prior knowledge, life experiences, and interests.

COMMENTS:

1T

For evaluation: please check appropriate box when the following components are used as evidence of final recommendation.

- Artifact Collection Professional Growth Plan Self-Assessment of Quality Standards Analysis of Student Progress

This is a confidential report and the confidential nature of this report is to be respected by all parties. A signature on this report does not necessarily mean that the employee agrees with the opinions expressed, but merely indicates that he/she has read the report and has had an opportunity for discussion with the principal/evaluator. A copy will be placed in the employee's official personnel file. A teacher may add to this record a statement of clarification within 10 working days of receiving his/her copy of the Evaluation Record.

FINAL RECOMMENDATION:

- Satisfactory Evaluation Unsatisfactory, Preliminary Notice of Inadequacy Issued With PIP
 Needs Improvement, PIP Initiated Recommend Non-Renewal

Signature of Employee	Employee ID #	Date
Signature of Evaluator		Date