

PRE-OBSERVATION CONFERENCE WORKSHEET

NAME:

SCHOOL:

DEPARTMENT/GRADE:

DATE:

Please bring this completed worksheet to the pre-observation conference with any materials you will be distributing to students. This document is not to be part of the observation form or the teacher's personnel file unless the teacher wishes to include it in lieu of a lesson plan. The length of the document is determined by the teacher but must adequately respond to the questions. Both parties are encouraged to make whatever notes they feel are relevant to the discussion. The outcome of this discussion may result in a reworking of the teacher's lesson plan. Teachers are not expected to revise and rewrite this worksheet. However, should a lesson design require major revisions such that a planned observation is being rescheduled, the Pre-Observation worksheet should be redone in anticipation of the Pre-Observation conference.

This worksheet is directly related to Danielson's Domain I, Planning and Preparation. See *Components of Professional Practice*, (Educational Testing Service, 2001), 9-21. References in parentheses are to particular components.

1. Describe the class. Include specific needs of students, differentiated instructional strategies that may be used to meet these needs, and special conditions that may exist. (1b – Knowledge of Students, 1c – Selecting Instructional Goals, 1e – Designing Coherent Instruction)
2. Describe the goals of the lesson and how these goals relate to curriculum and standards. (1b – Knowledge of Students, 1c – Selecting Instructional Goals, 1e – Designing Coherent Instruction)
3. How is this lesson connected to students' prior knowledge and how will this lesson be connected to lessons that follow? (1a- Knowledge of content and pedagogy, 1c – Selecting Instructional Goals and 1e – Designing Coherent Instruction)
4. How will students be actively engaged in the lesson? (1e – Designing Coherent Instruction)
5. What materials and resources will be used in the lesson? (1d-Knowledge of Resources)
6. How will you assess what students have learned/understood? (1f – Assessing Student Learning)
7. What support activities or assignments, if any, have you planned based on this lesson? (1b – Knowledge of Students, 1e – Designing Coherent Instruction)

OBSERVATION FORM

NAME:	<input type="text"/>	SCHOOL:	<input type="text"/>
Subject & grade:	<input type="text"/>	Observer:	<input type="text"/>
Date of observation:	<input type="text"/>		
Date of Pre-Conference:	<input type="text"/>	Date of Post-Conference:	<input type="text"/>
Description of Class:	<input type="text"/>		

Specific Components of Focus during Lesson, (e.g., 1a, 3c, etc.):

Determined: _____ Collaboratively _____ by Observer

Other Salient Points:

Note: Pre-Observation Worksheet, Lesson Plan or Observer's Notes of Pre-Conference, and Rubrics to be attached.

DOMAIN 1 – PLANNING AND PREPARATION (Check all components where evidence is found.)

___ Demonstrating Knowledge of Content

___ Demonstrating Knowledge of Pedagogy

___ Demonstrating Knowledge of Students

___ Selecting Instructional Goals

___ Demonstrating Knowledge of Resources

___ Designing Coherent Instruction

___ Assessing Student Learning

SUMMARY (A description of the strengths of the teacher's planning process and areas which can be improved.)

SUGGESTIONS FOR FUTURE PRACTICE

LEVEL OF PERFORMANCE

Unsatisfactory ___

Basic ___

Proficient ___

Distinguished ___

DOMAIN 2 – THE CLASSROOM ENVIRONMENT (Check all components where evidence is found.)

___ Establishing a Culture for Learning

___ Creating an Environment of Respect and Rapport

___ Managing Classroom Procedures

___ Managing Student Behavior

___ Organizing Physical Space

SUMMARY (A description of the strengths of the learning climate of the class and areas which can be improved.)

SUGGESTIONS FOR FUTURE PRACTICE

LEVEL OF PERFORMANCE

Unsatisfactory ___

Basic ___

Proficient ___

Distinguished ___

DOMAIN 3 – INSTRUCTION (Check all components where evidence is found.)

___ Communicating Clearly and
Accurately

___ Using Questioning and
Discussion Techniques

___ Engaging Students in Learning

___ Providing Feedback to Students

___ Demonstrating Flexibility and Responsiveness

SUMMARY (A description of the strengths of the teacher's actual lesson and areas which can be improved.)

SUGGESTIONS FOR FUTURE PRACTICE

LEVEL OF PERFORMANCE

Unsatisfactory ___

Basic ___

Proficient ___

Distinguished ___

DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES (Check component if evidence is found)

___ Reflecting on Teaching

SUMMARY (A description of the strengths of the teacher's own assessment of the lesson and areas which can be improved.)

SUGGESTIONS FOR FUTURE PRACTICE

LEVEL OF PERFORMANCE

Unsatisfactory ___

Basic ___

Proficient ___

Distinguished ___

EVALUATOR'S OVERALL ASSESSMENT OF LESSON

LEVEL OF PERFORMANCE

Unsatisfactory ___

Basic ___

Proficient ___

Distinguished ___

Teacher Acknowledgment

I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the content.

Teacher Signature

Observer Signature

GUIDED REFLECTION/DISCUSSION QUESTIONS FOR POST-OBSERVATION CONFERENCE

NAME: SCHOOL: DEPARTMENT/GRADE: DATE OF LESSON:

Teachers should use these questions as a guide in reflecting on the lesson. They will be used as the basis for discussion by the observer in the post-observation conference. The length of the document is determined by the teacher but must adequately respond to the questions. References in parentheses are to Domains and components of the Danielson model.

As I reflect on the lesson:

1. Did the students learn what I intended? Were my instructional goals met?

(1c – Selecting Instructional Goals)

2. How do I know? (1f – Assessing Student Learning)

3. To what extent were students productively engaged?

(1b – Knowledge of Students, 3c – Engaging Students in Learning)

4. How well did I differentiate the instruction given the range of students in my class?

(1b – Knowledge of Students, 3c – Engaging Students in Learning)

5. Did I alter my goals or instructional plan as I taught the lesson? Why?

(3e – Demonstrating Flexibility)

6. If I were to teach this lesson again, what might I do differently?

(4a – Reflecting on Teaching)

NOT TO BE INCLUDED IN PERSONNEL FILE

EVALUATION DOCUMENT FOR APPRAISAL AND DIRECTED PROFESSIONAL**GROWTH**

NAME:

SCHOOL:

DEPARTMENT/GRADE:

MID-YEAR (To be completed only for those non-tenured teachers who are being considered for non-renewal) ____

ANNUAL ____

1 - PLANNING AND PREPARATION

1a (i.): Demonstrating Knowledge of Content

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1a (ii.): Demonstrating Knowledge of Pedagogy

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1b: Demonstrating Knowledge of Students

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1c: Selecting Instructional Goals

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1d: Demonstrating Knowledge of Resources

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1e: Designing Coherent Instruction

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

1f: Assessing Student Learning

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

OVERALL DOMAIN ASSESSMENT

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

COMMENDATIONS/RECOMMENDATIONS:

2 - THE CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

2b: Establishing a Culture for Learning

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

2c: Managing Classroom Procedures

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

2d: Managing Student Behavior

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

2e: Organizing Physical Space

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

OVERALL DOMAIN ASSESSMENT

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

COMMENDATIONS/RECOMMENDATIONS:

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3 - INSTRUCTION

3a: Communicating Clearly and Accurately

Unsatisfactory _____ Basic _____ Proficient _____ Distinguished _____

3b: Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
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3c: Engaging Students in Learning

Unsatisfactory _____ Basic _____ Proficient _____ Distinguished _____

3d: Providing Feedback to Students

Unsatisfactory _____ Basic _____ Proficient _____ Distinguished _____

3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
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OVERALL DOMAIN ASSESSMENT

Unsatisfactory	Basic	Proficient	Distinguished
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COMMENDATIONS/RECOMMENDATIONS:

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4 - PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

4b: Maintaining Accurate Records

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

4c: Communicating with Families

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

4d: Contributing to the School and District

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

4e: Growing and Developing Professionally

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

4f: Showing Professionalism

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

OVERALL DOMAIN ASSESSMENT

Unsatisfactory ____ Basic ____ Proficient ____ Distinguished ____

COMMENDATIONS/RECOMMENDATIONS:

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5 – SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT FOR ANY ASSESSMENT OF UNSATISFACTORY OR BASIC PERFORMANCE

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6 - STUDENT PROGRESS

Discussion of academic growth of students based on a variety of measures. (Narrative Description)

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7 – EVALUATION PHASE FOR NEXT YEAR:

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8 – ANNUAL ATTENDANCE & PUNCTUALITY (Comments should be made about the teacher's attendance and punctuality providing commendation and recommendations where appropriate. Extended and justified long-term absences should not be considered as the basis for critical comments.)

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Teacher Acknowledgment

I have reviewed this document and discussed the contents with the evaluator. My signature means that I have been advised of the contents of this evaluation and does not necessarily imply that I agree.

Teacher Signature

Date:

Evaluator Signature

Date:

REFLECTION DOCUMENT – ANNUAL PERFORMANCENAME: SCHOOL:

Please pause to reflect on your performance in each of the following five areas over the past year and record your assessment. Your reflection should identify where you have been particularly pleased and where you would like to strengthen your performance. The length of the document is determined by the teacher but must adequately respond to the questions. Bring this and any other documents that support your personal assessment to your evaluation conference.

- (1) DOMAIN 1 – PLANNING AND PREPARATION
- (2) DOMAIN 2 – THE CLASSROOM ENVIRONMENT
- (3) DOMAIN 3 – INSTRUCTION
- (4) DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES
- (5) STUDENT PROGRESS

The following questions are suggested to aid you in your personal reflection document:

- 1. What goals did you set for yourself in each of the domains?
- 2. What have you done to reach these goals?
- 3. What results can you point to based on your own documentation?
- 4. What did you learn from this that will reflect itself in next year's goals?
- 5. What specific results did you see in student achievement?
- 6. What do you think contributed most significantly to these results?
- 7. What activities did you participate in that involved school improvement and increased parental involvement?
- 8. What do you want to focus on most intensely next year relative to your own professional development?

NOT TO BE INCLUDED IN PERSONNEL FILE

**TEACHER SELF-REFLECTION DOCUMENT AND SUPERVISOR ASSESSMENT
FOR PROFESSIONAL GROWTH PLAN**

Teacher _____

School

Please check one of the following:

☐ 1 year project ☐ 1.5 year project ☐ 2 year project

Directions: Questions 1 - 4 are to be completed by the teacher before the final reflections meeting with primary evaluator. The Evaluator's Assessment of the Professional Growth Plan is to be written by the evaluator after the Final Reflection meeting with the teacher.

Teacher's Reflection

1. As I reflect on this school year: Were the goals and objectives set forth in my Professional Growth Plan met? What evidence do I have? Be specific.

2. What obstacles, if any, did I need to overcome? What and who were helpful to me? Explain how. Be specific.

3. What impact did/will my plan have on student achievement and progress? Be specific.

4. As a result of this year's Professional Growth Plan, I plan to work on the following goals and objectives next year: (only for year one and two of Professional Growth)

Evaluator's Assessment of Professional Growth Project.

Evaluation Placement for following school year

Teacher's signature

Date

Evaluator's signature

Date

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

(Developed as part of the School Growth Plan)

School:

Date Submitted:

Focus Area(s):

Needs Assessment (Data Source/s):

Planned Activities:

Duration of Plan

Evaluation (List indicators of success)

PROFESSIONAL DEVELOPMENT - ASSESSMENT

FOCUS AREA: _____

Activity _____ Date(s)

Format _____

Presenter (if used) _____

Person(s) Responsible for Activity _____

Objectives/Outcomes _____

Target Audience _____

Number and Length of sessions _____

Place _____ Time _____

Materials/resources _____

Method of Evaluation _____

Expected Results _____

Follow up _____

Recommendations _____

Additional Comments:

ANNUAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN EVALUATION

School

Date Submitted

FOCUS AREA ADDRESSED:

Describe completed activities.

Indicators of success:

What went well and what would you do differently?

Recommendations for future direction: