TPES Formal Classroom Observation 1

Date Observed

Time

1. Professional Knowledge

☐ Effectively addresses appropriate curriculum standards.

☐ Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

☐ Demonstrates skills relevant to the subject area(s) taught.

☐ Demonstrates intellectual, social, emotional, and physical development of the age group.

☐ Key content elements and facilitates students' use of higher-level thinking skills in instruction.

☐ Demonstrates an accurate knowledge of the subject matter.

☐ Bases instruction on goals that reflect high expectations and understanding of the subject.

1. Professional Knowledge Evidence:

2. Instructional Planning

☐ Uses student learning data from a variety of sources to guide planning of instruction and intervention.

☐ Uses multiple sources of student data to guide planning.

☐ Plans time realistically for pacing, content mastery, and transitions.

☐ Develops appropriate long- and short-range plans and adapts plans when needed.

☐ Develops articulate substitute lesson plans.

☐ Plans time realistically for pacing, content mastery, transitions, an(learning progressions.

☐ Aligns learning goals, success criteria, and formative assessment t the school's curriculum and student learning needs

☐ Plans for differentiated instruction.

☐ Aligns lesson objectives to the district's curriculum and student learning needs.

2. Instructional Planning Evidence:

3. Instructional Delivery

☐ Engages and maintains students in active learning.

☐ Uses a variety of effective instructional strategies and resources.

☐ Incorportates instructional technology to enhance student learning.

☐ Communicates clearly and checks for understanding.

☐ Builds upon students' existing knowledge and skills.

☐ Reinforces learning goals and success criteria consistently throughout the lesson.

☐ Differentiates instruction to meet students' needs.

☐ Uses multiple levels of questioning aligned with students' cognitiv abilities with appropriate techniques.

3. Instructional Delivery Evidence:

4. Assessment of and for Learning

☐ Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

☐ Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

☐ Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.

☐ Gives constructive, frequent and timely feedback to students and their learning.

☐ Involves students in setting learning goals and and success criteria and monitoring their own progress.

☐ Aligns student assessment with established curriculum standards a benchmarks.

☐ Uses assessment tools for both formative and summative purpose to inform, guide, and adjust students' learning.

☐ Elicits evidence and gives constructive and frequent feedback to students on their learning.

4. Assessment of and for Learning Evidence:

5. Learning Environment

☐ Arranges the classroom to maximize learning while providing a safe environment.

☐ Maximizes instructional time and minimizes disruptions.

☐ Promotes cultural sensitivity and respects student diversity.

☐ Establishes clear expectations for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

☐ Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic.

☐ Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

☐ Actively listens and responds to students appropriately.

5. Learning Environment Evidence:

6. Professionalism

☐ Collaborates and communicates effectively with all the available tools within the school community to promote students well-being and success.

☐ Adheres to federal and state laws, district and school policies and procedures, and ethical guidelines.

☐ Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

☐ Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

☐ Engages in activities outside the classroom intended for school and student enhancement.

☐ Builds positive and professional relationships with parents/guardia through frequent, timely and effective communication concerning students' progress.

☐ Incorporates learning from professional growth opportunities into instructional practice.

☐ Sets goals for improvement of knowledge and skills.

☐ Demonstrates consistent mastery of standard oral and written English in all communication.

6. Professionalism Evidence:

Additional Comments

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