

TPES Informal 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, and learning progressions.
- Aligns learning goals, success criteria, and formative assessment to 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.
- Incorporates 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' cognitive 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 and 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

Acknowledgment of this form only indicates that you have read and received a copy of the form, not that you necessarily agree to what is written in the form.
