

Classroom Observation Form 1 Formal Observation

Directions: This form is to be used for both tenured and non-tenured teachers. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name _____

Date Observed _____

Time _____

Observer's Name _____

The teacher is: Non-tenured
 Tenured

I. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject matter. | <ul style="list-style-type: none"> • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Communicates clearly and checks for understanding. |
|--|---|

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

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Arlen R. Gullickson



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Teacher Evaluation to Enhance Professional Practice Charlotte Danielson, Thomas L. McGreal, 2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers **The Principal** Bruce M. Whitehead, Floyd Boschee, Robert H. Decker, 2012-10-17 The path to becoming a leader for your students faculty and community begins here The Principal Leadership for a Global Society is the core textbook for aspiring and practicing K 12 school principals Taking a practical and research grounded approach this inspiring text prepares school leaders to successfully face the challenges that they will deal with on a day to day basis and throughout their careers From curriculum development to staff development to policy and discipline it addresses the most up to date practices in developing leadership skills The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs create a safer and more enriching environment for students and faculty meet school district community state and national ideologies and standards and much more After reading The Principal the educational leaders of tomorrow will be equipped with innovative practical and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors but the community as well **Writing Meaningful Teacher Evaluations-Right Now!!** Cornelius L. Barker, Claudette J. Searchwell, 2010-05-13 More than ever this third edition of the best selling Writing Meaningful Evaluations Right Now is vital tool for every busy administrator In an era of increasing demands for quality performance based evaluations this book offers supervisors a diverse bank of areas to address during an evaluation plus sample phrases to assist in describing a teacher s performance By supplying users with quick and efficient tools for writing fact filled and comprehensive teacher evaluations the book empowers educators to verbalize their goals and vision for their schools Updated throughout this essential reference guide provides sample evaluations forms performance proficiency statements and a timesaving CD ROM with forms that can be easily customized The book greatly enhances administrators capacity for monitoring assessing and documenting instructional performance by providing tools for developing evaluations that are individualized and that provide an accurate meaningful record for both administrators and staff The Handbook for Enhancing Professional Practice Charlotte Danielson, 2008-09-15 Since the original publication of *Enhancing Professional Practice A Framework for Teaching* in 1996 thousands of educators in the United States and around the world have used the framework and its clear definition of the components of good teaching to structure their professional conversations and guide their practice Building on those diverse experiences Charlotte Danielson now provides specific guidance for teacher educators teachers administrators and others who seek to use the framework to improve their programs and practice The Handbook for Enhancing Professional Practice offers sound advice step by step procedures and practical tools for using the framework in Teacher preparation Teacher recruitment and hiring Teacher mentoring and peer coaching

Self directed professional inquiry Professional development and Teacher evaluation The ready to use forms and other instruments in this book transform the framework for teaching into a mechanism for teacher support that emphasizes two key goals quality assurance and professional learning Grounded in practitioners wisdom this handbook demonstrates how the framework for teaching can inform professional growth throughout a teacher s career from preservice training through the attainment of the skills and knowledge that characterize distinguished teaching Charlotte Danielson is an international education consultant and presenter based in Princeton N J

California. Court of Appeal (2nd Appellate District). Records and Briefs California (State)., **Teaching to Learn, Learning to Teach** Alan J. Singer, WITH Maureen Murphy, S. Maxwell Hines, Maureen O. Murphy, 2003-04-01 General methods handbook designed to bridge the gap between practical theoretical and critical considerations in secondary school teaching Stresses social cultural and developmental influences on student behavior and the diverse roles of teachers *The nation at work on the public school curriculum* American association of school administrators, 1926 [The Nation at Work on the Public School Curriculum](#) National Education Association of the United States. Department of Superintendence, 1926 Includes list of members **Yearbook** American Association of School Administrators, 1926 **The Personnel Evaluation Standards** Arlen R. Gullickson, 2008-09-29 Describing 27 standards for sound evaluations of educational personnel at all levels this updated resource includes new and revised standards in depth explanations case studies and more *Yearbook* , 1929 **The Teachers' Aid** , 1890 **Longmans' Object Lessons** David Salmon, 1891 **Officially Selected Cases Argued and Determined in the Court of Appeals of the State of Kansas** Kansas. Court of Appeals, 1987 *Evaluating Students by Classroom Observation* Richard J. Stiggins, 1984 This book offers an overview of performance assessment the observation and subjective rating of student behavior and products as a method for evaluating day to day student learning Stiggins divides performance assessment into reasons for the assessment the task that requires performance the behaviors or product evaluated and the rating or method used to judge the student s performance A how to book rather than a description of instruments available to teachers it provides ways to design a performance test giving options helpful hints guidelines and a checklist for quality control An appendix rounds out this brief 32 page booklet which should give confidence to classroom teachers interested in designing their own performance assessments **Psychology of High-school Subjects** Charles Hubbard Judd, 1915 **Public Sector Arbitration Awards** , 1978 *Gaskell's Compendium of Forms, Educational, Social, Legal and Commercial, Embracing a Complete Self-teaching Course in Penmanship and Bookkeeping, and Aid to English Composition ; Together with the Laws and By-laws of Social Etiquette, and Business Law and Commercial Forms, .. Forming a Complete Encyclopedia of Reference* George Arthur Gaskell, 1882 **Proceedings** Pennsylvania State University. Schoolmen's Week, 1923 [Annual Schoolmen's Week Proceedings](#) , 1923

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