

Appendix E
**OBSERVATION CONFERENCE
CHECKLIST**

Employment Status:

- Extended Term Substitutes
- Temporary
- Probationary 1st Year
- Probationary 2nd Year
- Permanent



Teacher's Name _____ Date _____
Last First M.

| School | Assignment | Grade(s) | Subject(s) |
|--|------------|----------|------------|
| Special Conditions (including type of class) | | | |
| | | | |

Evaluator's Name _____

The Teacher shall pick one element from each of the six standards to be evaluated. A "T" shall be entered in the appropriate box to indicate the Teacher's selection.

The Evaluator shall pick one element from each of the six standards to be evaluated. A "E" shall be entered in to the appropriate box to indicated the Evaluator's selection.

| T/E | Standard I- Engaging and Supporting All Students in Learning | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|
| | 1.1 Using knowledge of students to engage them in learning | | | | |
| | 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests | | | | |
| | 1.3 Connecting subject matter to meaningful, real-life contexts | | | | |
| | 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs | | | | |
| | 1.5 Promoting critical thinking through inquiry, problem solving, and reflection | | | | |
| | 1.6 Monitoring student learning and adjusting instruction while teaching | | | | |

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

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| T/E | Standard II – Creating and Maintaining Effective Environments for Student Learning | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|
| | 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully | | | | |
| | 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students | | | | |
| | 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe | | | | |
| | 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students | | | | |
| | 2.5 Developing, communicating, and maintaining high standards for individual and group behavior | | | | |
| | 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn | | | | |
| | 2.7 Using instructional time to optimize learning | | | | |

Evidence of how Standard was met or not met

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Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

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| T/E | Standard III – Understanding and Organizing Subject Matter for Learning | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|
| | 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks | | | | |
| | 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter | | | | |
| | 3.3 Organizing curriculum to facilitate student understanding of the subject matter | | | | |
| | 3.4 Utilizing instructional strategies that are appropriate to the subject matter | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students | | | | |
| | 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content | | | | |

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

| T/E | Standard IV – Planning Instruction and Designing Learning Experiences for All Students | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|
| | 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction | | | | |
| | 4.2 Establishing and articulating goals for student learning | | | | |
| | 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning | | | | |
| | 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students | | | | |
| | 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students | | | | |

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

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| T/E | Standard V – Assessing Students for Learning | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|
| | 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments | | | | |
| | 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction | | | | |
| | 5.3 Reviewing data, both individually and with colleagues, to monitor student learning | | | | |
| | 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction | | | | |
| | 5.5 Involving all students in self-assessment, goal setting, and monitoring progress | | | | |
| | 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning | | | | |
| | 5.7 Using assessment information to share timely and comprehensible feedback with students and their families | | | | |

Evidence of how Standard was met or not met

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Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

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| T/E | Standard VI – Developing as a Professional Educator | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|
| | 6.1 Reflecting on teaching practice in support of student learning | | | | |
| | 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development | | | | |
| | 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning | | | | |
| | 6.4 Working with families to support student learning | | | | |
| | 6.5 Engaging local communities in support of the instructional program | | | | |

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|--|---|--|--|--|--|
| | 6.6 Managing professional responsibilities to maintain motivation and commitments to all students | | | | |
| | 6.7 Demonstrating professional responsibility, integrity, and ethical conduct | | | | |

Evidence of how Standard was met or not met

Summary

- | | |
|---|---------------------|
| 4. Experienced Practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

Comments

Performance of other duties adjunct to the teacher's assignment.

Adjunct duties are contractual responsibilities in addition to classroom teaching.

Comments and Examples:

OBSERVATION SUMMARY

- Commendable
 Satisfactory
 Needs Improvement
 Unsatisfactory

Summary of Observation:

Specific Plan for Improvement (required if observation is checked "Needs Improvement" or "Unsatisfactory")

Teacher's Comments*

(Signed) _____
Evaluator Title Date

I have received a copy of the above report. (Signed) _____
Teacher Date

*Additional comments may be written and attached within three (5) working days.