

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

*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.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	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	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.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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**Bruce M. Whitehead, Floyd  
Boschee, Robert H. Decker**

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the diverse roles of teachers     The nation at work on the public school curriculum American association of school administrators,1926     Yearbook 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 ,1929     Officially Selected Cases Argued and Determined in the Court of Appeals of the State of Kansas Kansas. Court of Appeals,1987     Public Sector Arbitration Awards ,1978     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     **Longmans' Object Lessons** David Salmon,1891     The Teachers' Aid ,1890     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     **Audit Report, Cayuga-Onondaga Board of Cooperative Educational Services for the Period July 1, 1997 Through June 30, 1998** University of the State of New York. Office of Audit Services,2000     **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     **Managing School Districts for High Performance** Stacey Childress,2007 Managing School Districts for High Performance brings together more than twenty case studies and other readings that offer a powerful and transformative approach to advancing and sustaining the work of school improvement At the center of this work is the concept of organizational coherence aligning organizational design human capital management resource allocation and accountability and performance improvement systems to support an overarching strategy This central idea provides a valuable conceptual framework for current and future school leaders The case studies presented in Managing School Districts for High Performance grow out of the Public Education Leadership Project PELP a unique partnership between the Harvard Business School the Harvard Graduate School of Education and a network of urban school districts This rich array of cases explores the managerial challenges districts face as they seek to ensure rich learning opportunities and high achievement for all students across a system of schools This book of insightful case studies fills a void long felt by educational administrators in search of practical real world training tools It will serve as a catalyst for the tough

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