

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	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.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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Charlotte Danielson



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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

conversations district leaders need to have about achieving high quality outcomes for all students The Broad Center for the Management of School Systems has used many of these cases with great success and we are excited that they are now compiled into a single collection Dan Katzir Managing Director The Broad Foundation This volume is not a treatise about how schools and districts should work Rather it provides a deep immersion in the real dilemmas involved in advancing school district reform Anyone who works through these cases cannot help but come away with a more informed vision for change a more reflective orientation about the interrelationships among the multiple tasks involved and a more prudent grasp of what it takes to educate all children to high academic standards The course of study presented by Managing School Districts for High Performance should be required professional education for anyone charged with advancing a coherent agenda of school improvement in our diverse demanding and rapidly changing society Anthony S Bryk Spencer Professor of Organizational Studies Stanford University This set of case studies offers practitioners policymakers and scholars the opportunity to learn from the collective wisdom and real life experiences of educational leaders involved in systemic transformation Implementing coherent reform strategies designed to improve and sustain student performance often takes place in a vacuum As a former urban superintendent I believe that these selected educational case studies provide a compelling forum for shared experiential teaching and learning Arlene Ackerman Christian A Johnson Professor of Outstanding Educational Practice Teachers College Columbia University This collaboration between the Harvard Business School and the Harvard Graduate School of Education provides a set of analytical tools to address the most complex and challenging issues facing urban public schools The contemporary case studies document actual choices and constraints and point to patterns and similarities across organizations from urban schools to corporate environments Carol Johnson Superintendent Boston Public Schools Stacy Childress is a lecturer at Harvard Business School Richard F Elmore is the Gregory R Anrig Professor of Educational Leadership at the Harvard Graduate School of Education Allen S Grossman is the MBA Class of 1957 Professor of Management Practice at Harvard Business School Susan Moore Johnson is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education

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